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La question de la formation générale est largement débattue depuis la fondation des collèges. Ces dernières années, le débat est devenu encore plus urgent, alors que les exigences requises pour plusieurs programmes s'accroissaient et que les ressources financières des collèges diminuaient. Comme peu de recherches ont été faites sur cette question, le Canadian Studies Bureau a réalisé une enquête nationale. Il s'agissait de connaître ce qui se faisait réellement en matière de formation générale, dans les collèges, et de s'enquérir des opinions des professeurs et des administrateurs sur ce qui devrait être fait.

Un questionnaire, reproduit en annexe, fut envoyé par la poste à un échantillon de professeurs et d'administrateurs du collégial, à travers le Canada. L'enquête, qui fut menée entre octobre 1982 et mai 1983, a permis de recueillir des données sur les buts, l'organisation, l'importance quantitative et les politiques de la formation générale.

Parmi 21 buts de l'éducation collégiale proposés dans le questionnaire, le goût et la capacité d'apprendre fut choisi comme le plus important, avec une marge assez large par rapport au second: les habiletés en vue d'un métier. L'éducation permanente et la pensée critique furent choisis parmi les six buts les plus importants, et pourtant ces buts ne sont pas clairement visés dans les programmes des collèges. Le corps enseignant et les administrateurs souhaitent que la formation générale soit plus présente dans les programmes des collèges. Ils estiment également que les étudiants qui ont une bonne formation générale sont plus aptes à formuler des concepts, à analyser une argumentation et à relier des habiletés spécifiques aux concepts théoriques. Des écarts importants existent entre ce qui se fait réellement et ce que les enseignants et administrateurs souhaitent qu'il se fasse.

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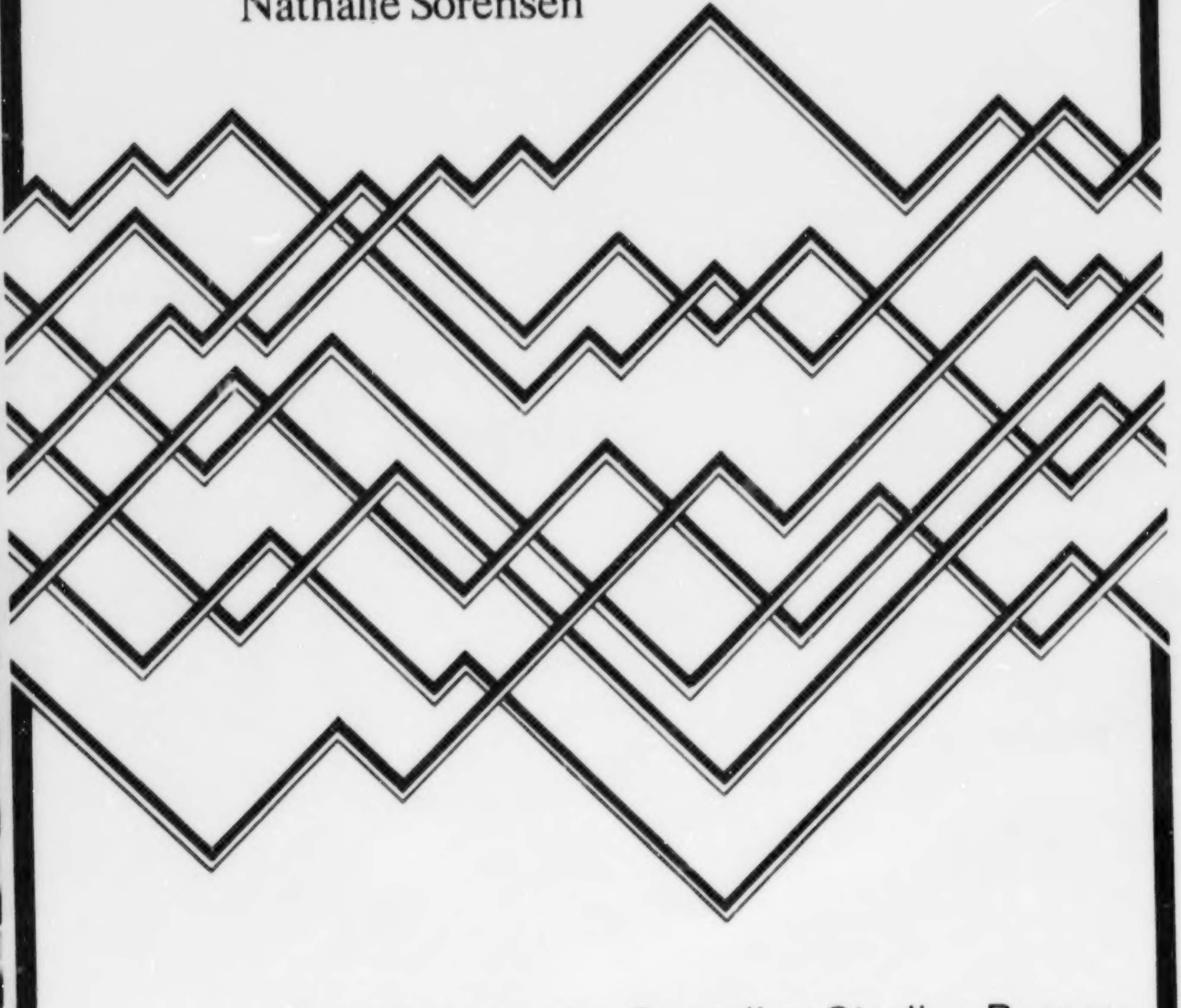
GENERAL EDUCATION IN CANADA'S COMMUNITY COLLEGES AND INSTITUTES

Report of a National Survey

by

Nathalie Sorensen



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REPORT OF A NATIONAL SURVEY

BY

NATHALIE SORENSEN

PUBLISHED

BY THE

CANADIAN STUDIES BUREAU

ASSOCIATION OF CANADIAN COMMUNITY COLLEGES

THROUGH THE FINANCIAL ASSISTANCE

OF THE SECRETARY OF STATE

APRIL 1984

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Nathalie Sorensen
and
Canadian Studies Bureau
Association of Canadian Community Colleges

Enquiries should be directed to:

The Canadian Studies Bureau

or

Nathalie Sorensen
St. Lawrence College of Applied Arts
and Technology
King and Portsmouth Avenue
Kingston, Ontario, K7L - 5A6

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SUMMARY

The subject of the general education component of community college and institute programs has been debated since the colleges were established. In recent years the debate has become more urgent as the skill requirements of many programs increase, and the financial resources of the colleges decrease. Very little research has been conducted to date in this important area, yet decisions are being made.

With funds from the Department of Secretary of State, the Canadian Studies Bureau of the Association of Canadian Community Colleges commissioned this national survey to study present educational practices across the country with regard to the general education component of college programs and to ascertain the opinions of faculty and administrators about what these practices should be. By means of a questionnaire mailed to a stratified cluster sample (equal probability of selection method) of faculty and administrators from colleges across the country, the study, conducted in October 1982 - May 1983, collected data on aims, organization, amounts, policies and administration of general education. Data analysis included tabulation of simple frequencies, ratings based on means, and crosstabulations which were tested for statistical significance using t-tests and F tests.

Important discrepancies were noted between aims of college education which were considered most important by respondents, and how well these were addressed in the curricula of college programs. From a listing of 21 aims of community college education, "desire and ability to learn" was chosen most important by a wide margin over the second most important, "career skills". Career Skills, however, is the aim best addressed in the curricula of college programs. "Lifelong learning" and "critical thinking" were listed among the six most important aims, yet were said not

to be well addressed in college curricula. "Artistic appreciation" and "family life education" are aims which should not be attempted, according to respondents, while "ecological responsibility" and "informed citizenship" are often not attempted at present but should be.

Introductory courses are the most commonly used style of general education course organization in the colleges. General education as a preparation for lifelong learning as a style of course organization is second, but lifelong learning is slightly more highly rated than are introductory courses. The integration of students' education should be planned for in the curriculum, not left up to students. Respondents favoured the inclusion of a seminar of at least a semester's duration to help students integrate their education.

While not often done at present, general education should be specifically designed to meet the broad aims of general education, not chosen among offerings originally designed for other purposes.

College staff want more general education in the programs than they have at present. This is true for the group as a whole, and for breakdowns by divisional and regional groups, except Quebec, which now has more and still wants more than any other regional group. Communications is the subject area most commonly offered as general education in the colleges, but mathematics, science, and humanities were rated "very effective" at meeting the aims of general education as often as communications.

General education is administered by a single administrator in 36% of colleges, while in the remainder it is administered in a variety of other ways, most commonly by program heads. In colleges where it is centrally administered, there are higher percentages of general education in the programs.

According to faculty and administrators, students are more in favour of general education in their programs than not. They also report that students with general education are better able than others to formulate valid concepts, analyze arguments, orient themselves maturely in their world, and relate specific skills with theoretical concepts.

In conclusion, it is clear that on a national scale there are significant discrepancies between actual practices with regard to general education and what faculty and administrators think should be done. The recommendations (page 114) summarize these discrepancies and offer suggestions for the review of local college programs in light of the national survey, and suggest ways in which this review could be facilitated.

DEFINITION OF GENERAL EDUCATION USED IN THE SURVEY QUESTIONNAIRE

General Education is the education offered to students which is general as opposed to specialized. Specialized education can mean either an academic major in university transfer programs or specialized vocational training offered in career programs. General education may, but does not necessarily, include such areas of learning as communication skills, learning skill, self-understanding, social awareness, understanding of culture and citizenship, as well as learning based on traditional academic disciplines, such as science, social science, humanities, where the emphasis is on broad principles which can be applied in a variety of situations, and be useful to a broad spectrum of the student population.

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INTRODUCTION

THE OBJECTIVES OF THE SURVEY

There is a dearth of research about Canadian community colleges and institutes and much of what does exist is out of date. In the area of general education, there is no comprehensive overview or in depth study of the topic from a national perspective.

General education, nonetheless, was seen as an important component of the education to be offered in the community colleges and institutes when they were established. In Ontario, to cite on example, the Council of Regents, the provincial body governing the colleges, specified that "all programmes of studies should consist of a maximum of 2/3rds and a minimum of 1/3rd of the subjects being studied of a general education nature, and a minimum 1/3rd and a maximum of 2/3rds of the subjects studied being of a specific vocational nature". (Guidelines for the Development of Curricula in Ontario Community Colleges, 1968). This ideal has been reiterated over the years, but there is in practice a wide disparity among the colleges in the province as to the general education component of college programs. Definitions, policies, amounts of general education vary widely from college to college, and the issue continues to be widely debated.

In recent years, the increasing complexity of skill requirements in most career programs coupled with decreasing financial resources in many jurisdictions, has made the debate over the place of general education more urgent. Should the amount of general education be decreased to allow more time for specialized skill training? Conversely, should the general education component be strengthened in view of some predictions that such generalist skills as problem solving, critical thinking, analysis and synthesis, will be more and more needed in the future job market as particular jobs with their specialized skills appear and disappear with increasing rapidity? What is the relationship of general education to the ideal of lifelong learning which is seen as crucial in the educational philosophies of many of the colleges? Do the colleges have any responsibility to educate students as persons and as citizens of Canada and the world, as well as to train them for the job market?

These are philosophical issues and as such are not susceptible to answers by the methods of survey research. Nonetheless, it was felt that to ascertain what was actually happening in the colleges today, and what college faculty and administrators thought should be happening would shed light on the issues, and provide needed data on which to base educational decisions. The twin goals of the survey are to provide, by the methods of social research, a generalizable study of 1) present educational practices across the country with regard to the general education component of college programs, and 2) the opinions of faculty and administrators about what these practices should be.

THE CANADIAN STUDIES BUREAU OF THE ASSOCIATION OF CANADIAN COMMUNITY COLLEGES.

The Canadian Studies Bureau of the ACCC was established in 1978 to encourage college personnel to develop Canadian content and teaching materials for college courses, and to help disseminate such materials. It acts as a clearing house of information on Canadian Studies and produces a monthly Bulletin and a subscription series resource journal Communique which focuses on specific themes and areas of interest. The bureau also sponsors conferences, seminars, and research projects, and operates a Quebec bureau for direct liaison with college level educators in Quebec.

The Canadian Studies Bureau is principally funded by a grant from the Education Support Programs Branch of the Department of Secretary of State. The interest of the Secretary of State's Education Support Programs Branch in general education devolves from the fact that Canadian Studies in community colleges and analagous institutes is usually seen as part of general education. People in the Canadian Studies Bureau and its Advisory Committee, and in the Secretary of State's Education Support Programs Branch saw that, to a large extent, as general education goes in the colleges, so go Canadian Studies.

In 1982-83, the director of the Canadian Studies Bureau was Roger Elmes. It was principally at his instigation that the survey was undertaken. When the project officer, Nathalie Sorensen, an English teacher at St. Lawrence College, Kingston, Ontario, wrote to him enquiring if the CSB had any funds to support a study of general education in the colleges, he responded with enthusiasm, and suggested a national survey. The Education Support Programs Branch included funding for the survey in its grants for 1982-83 and 1983-84. The project officer received a year's sabbatical leave from her college to conduct the survey from the CSB offices in Toronto.

METHODOLOGY

The Advisory Committee

In August, 1982, letters co-signed by J. M. Bergman, President of the Association of Canadian Community Colleges, and

W. W. Cruden, president of St. Lawrence College, (Kingston, Cornwall, and Brockville, Ontario) were sent to college presidents and government officials inviting them to serve on the Advisory Committee for the general education survey. The following committee was constituted.

Advisory Committee

General Education in Canada's Community Colleges and Institutes

Survey Project

British Columbia	Mr. Paul Gallagher, Principal, Capilano College
	Mr. A. S. Manera, President, Vancouver Community College
	Dr. Barry Moore, Principal, Fraser Valley Community College
Alberta	Dr. W. G. Forbes, President Red Deer College
Saskatchewan	Mr. Jim Sellers, Planning Analyst Government of Saskatchewan
Manitoba	Mr. Ted Ramsay, Director, Programs, Deptartment of Education, Community College Division, Government of Manitoba
Ontario	Mr. W. W. Cruden, President, St. Lawrence College
	Mr. D. E. Light, President, The George Brown College
Quebec	M. Jean-Marie Bergman, President ACCC
	M. Denis Latour, Directeur general, College Montmorency

Atlantic	Dr. D. E. Glendenning, President, Holland College
	Dr. William Reid, Academic Vice-president, University College of Cape Breton

The advisory committee was informed as the survey progressed through its various stages, and advised the staff by letter and telephone. In November, 1982, a group met at Capilano College, North Vancouver, to revise the questionnaire in detail and to advise the staff on other apects of the survey.

The Consultants

The Institute for Behavioural Research at York University, Toronto, was engaged as consultants in social science research methodology for the project. Staff members of the Institute gave the project officer expert advice on questionnaire design, sample construction, data analysis and other aspects of research design and advised her throughout the survey process. All statistical procedures were carried out by Institute staff.

The Questionnaire

The educational philosophies, organizational structure, goals, and styles of colleges and institutes differ greatly, not only interprovincially but also within provinces and regions. This posed a major problem for the content of the questionnaire, which had to be applicable to colleges and jurisdictions across the country, and yet be specific enough to be relevant to any one college.

Fortunately, despite very considerable variation, community colleges also have much in common, and face similar educational issues wherever they are in the country. A study of college calendars from most of the colleges and institutes in the country, as well as position papers and statements of philosophy issued by college personnel, produced a set of common themes which formed the basis of the draft questionnaire. The general education to be studied was the general education component of career programs, or of academic specializations in university transfer programs. This draft questionnaire was exhaustively revised to incorporate the suggestions of the Advisory Committee, and of the consultants at the Institute for Behavioural Research. About sixty college staff, members of the Canadian Studies Bureau Advisory Committee, its liaison group, and other college staff members throughout the country participated in a pilot study and their suggestions were also incorporated into the questionnaire.

The questionnaire was designed to elicit information about particular programs in the colleges. Faculty and administrators were invited to name the program to which they were attached or to which they made reference in their answers. Those for whom identification of a particular program was difficult, such as senior administrators, were invited either to choose a program with which they were familiar, or to answer only general questions. (See Appendix B for a copy of the questionnaire.)

The Sample

The Sample was drawn after extensive consultation with staff at the Institute for Behavioural Research. An EPSEM sample (equal probability of selection method) was chosen, i.e. any college faculty member or administrator in Canada had an equal probability with any other of being selected in the sample. A stratified cluster sample was selected in the following steps:

1) The country was divided into six regions, British Columbia, Alberta, Manitoba/Saskatchewan, Ontario, Quebec, and Atlantic (Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland).

2) It was decided to sample eight colleges in each region, and to sample 24 faculty and 24 administrators in each college. Although this meant that a much higher proportion of administrators than of faculty would be in the sample relative to the total population, it was necessary to sample a high proportion of administrators in order to arrive at an adequately high absolute number for each region so as to produce statistically valid figures. This sampling design allowed for a potential response from 192 faculty and 192 administrators in each of the six regions, for a total of 2,304 questionnaires mailed out.

3) All the colleges in each region were listed, and stratified in each region according to size (small and large), and geographical location. Size was determined by consulting Statistics Canada figures for number of staff at each institution in Educational Staff of Community Colleges and Vocational Schools, 1980-81, (Statistics Canada, May 1982), which gives figures for colleges in all provinces except Quebec. Analogous figures for Quebec were obtained from the Quebec Government. In each region, very small colleges (under 50 staff) were grouped together and considered to be one college for sampling purposes. The group of small colleges turned up in the sample in the Atlantic region. The group as a whole received the same number of questionnaires (48) as a single college would have done.

4) Eight colleges were selected from these stratified lists by assigning a number for each staff member as follows:

eg. Alberta

		Total Staff	Staff Numbers
North	Fairview College	32	1 - 32
	Keyano College	70	33 - 103
	Grande Prairie Regional College	80	104 - 184
Mid-Alberta	Lakeland Community College	79	185 - 264
	Grant McEwen Community College	123	265 - 388

and so on until all the colleges in Alberta were listed. The total number of staff members in Alberta, 2337, was then divided by 8 (the number of colleges in the sample) to arrive at the skip interval which was 292. A table of random numbers was consulted to get a random number between 1 and 292 which was used to arrive at the first college in the sample. The skip interval of 292 was then used to arrive at the seven other colleges on the list. In Alberta the relatively large sizes of the Northern Alberta Institute of Technology and of the Southern Alberta Institute of Technology meant that NAIT received three times the normal sample (144) and SAIT received twice the normal sample (96); thus NAIT counted as three colleges and SAIT as two. This was necessary if every faculty member or administrator was to have an equal chance with any other of being selected (the EPSEM sample). This procedure produced the sample as shown in Table 0.1

It is to be noted that the Statistics Canada figures for number of staff in each college were used only for purposes of comparing the size of colleges in each region. For this purpose it was important to have figures for all colleges collected from one source. These figures played no part in selecting the actual sample from individual colleges.

5) Once the individual colleges had been selected, the current calendars for each college were consulted for lists of faculty and administrators. In the cases where the calendar did not list faculty, the college was contacted to provide lists. All colleges which turned up on the sample participated in the survey.

The same procedure was used to select individual faculty members and administrators as had been used to select colleges, except that the total number for each group was arrived at by adding the names on the staff lists. Most colleges list faculty by program area, so stratification was inherent in the process. For the purpose of the survey, professional librarians and counsellors were included among faculty.

Mailing Procedures

Letters of referral, with many variations to suit the needs of different respondents were composed (see examples, Appendix B). The questionnaires and letters were mailed to most colleges on February 2 and 3, 1983. Self-addressed envelopes were provided for the return of the completed questionnaire. Reminders were sent in early March, and again in April to those who had not yet responded. A total of 798 responses were received making the response rate 34.6%. Table 0.2 shows the distribution of responses by program area.

TABLE 0.1

SAMPLE COLLEGES

Region	Colleges
British Columbia	Fraser Valley College Cariboo College Okanagan College Vancouver Community College British Columbia Institute of Technology New Caledonia (College of) Camosun College
Alberta	Grande Prairie Regional College Northern Alberta Institute of Technology Lethbridge Community College Mount Royal College Southern Alberta Institute of Technology
Manitoba/ Saskatchewan	Keewatin Community College Assiniboine Community College Red River Community College Wascana Institute of Applied Arts and Science Saskatchewan Technical Institute Kelsey Institute of Applied Arts and Science
Ontario	Niagara College of Applied Arts and Technology Mohawk College of Applied Arts and Technology Fanshawe College of Applied Arts and Technology St. Lawrence College of Applied Arts and Technology Algonquin College of Applied Arts and Technology Cambrian College of Applied Arts and Technology Seneca College of Applied Arts and Technology George Brown College of Applied Arts and Technology
Quebec	College De L'Outaouais College De Maisonneuve Cegep Du Vieux Montreal College Levis-Lauzon College De Saint-Hyacinthe Cegep De Trois-Rivieres Vanier College College D'Alma
Atlantic	Bay St. George Community College Newfoundland and Labrador College of Trades and Technology Holland College

TABLE 0.1 (cont'd)

Region	Colleges
Atlantic (cont'd)	University College of Cape Breton
	New Brunswick Community College (Woodstock, Moncton, Saint John, St. Andrews, Miramichi, Bathurst, Campbellton, Edmonston, Grand-Sault, Sud. Est, campuses)
	Very Small Colleges
	Nova Scotia Land Survey Institute
	Nova Scotia Nautical Institute
	School of Medical Laboratory Technology (N.B.)
	Maritime Forest Ranger School (N.B.)

TABLE 0.2

DISTRIBUTION OF RESPONSES BY PROGRAM AREA for the GENERAL EDUCATION SURVEY

Attached to a specific program	704
Not attached to a specific program (e.g. High administration not attached to any one program area)	94

Divisions

Applied Arts (eg. fasion, journalism, broadcasting)	7.6%
Academic (eg. math, language, university transfer subjects, associated studies)	15.9%
Continuing Education (including BJRT, adult basic education)	7%
Technology	18.7%
Business (including secretarial)	10.9%
Health Sciences (including dental Assistant and Auxilliary Health Programs)	10.9%
Trades (eg. apprentice programs, motor vehicle repair, carpentry, etc.)	9.3%
Human Services (eg. child care, justice administration, social services)	2.4%
Non-Academic (eg. learning resources, counselling student services)	5.5%
Not attached to a specific program (eg. high administration not attached to any one division)	11.8%
	100.0%

Data Analysis

Data Analysis was carried out by the project officer with the assistance of the staff at the Institute for Behavioural Research, York University using the Statistical Package for the Social Sciences (SPSS) data analysis system. Once the simple frequencies had been examined by the project officer, breakdowns by region, by program area, by sex, and by educational background were obtained for certain questions. Tests of statistical significance, specifically t-tests and F-tests were done for all cross-tabulations. The results of these tests are reported on the applicable figures and tables in the report.

Note on the Presentation of Results

The goals of the survey were to present a picture of educational practice across Canada with regard to the general education component of college programs, and to show what faculty and administrators thought that practice should be. Data have been presented in order to demonstrate both of these situations, what is, and what should be.

General education can be looked at from many points of view. This study has devoted a chapter to each of six broad themes: the aims of college and institute education; course and curricular organization of general education; the amounts of general education as proportions of career programs; policies and administrative structures for general education; and the attitudes and performance of students.

Within these broad areas, many topics are treated in the report. The style of presentation is to "headline" the main finding for each topic and then to explain it by giving the results for the sample as a whole, followed by breakdowns and cross tabulations where applicable.

Breakdowns by divisions or program areas (e.g. technology, business, applied arts, trades, etc. were done for many topics. In a remarkable number of cases the breakdowns produced statistically significant differences of opinion among divisional groups. Similar breakdowns by region, British Columbia, Alberta, Manitoba/Saskatchewan, Ontario, Quebec, and Atlantic, were done. Thus for many topics, the variation in opinion and practice from region to region and from one divisional group to another can be compared.

Crosstabulations were conducted for some topics and were tested for statistical significance. Thus data is presented showing differences of opinion when the respondents are grouped according to sex, level of educational attainment, the geographical region in which they were educated, and position (faculty or administrator) at their college. These results are often very suggestive, and throw light on some interesting correlations with opinions about general education.

One final note: the results have been presented as concisely as possible, with the hope that they will contribute to the ongoing debate about general education. There is ample scope here for discussion of how these results are to be related to the broad philosophical issues of general education. This has not been attempted here; instead, the results have been explained, related to each other and to what they all add up to as a picture of college education in Canada today.

ACKNOWLEDGEMENTS

No project of this scope could be carried through without the help of many people. I am particularly grateful to Roger Elmes who had

the vision to set the project in motion, and to the president of my college, Bill Cruden, for his support of my application for sabbatical leave, and his help throughout the project. I also wish to thank members of the Advisory Committee for the General Education project and the Canadian Studies Bureau Advisory Committee, who devoted many hours to the project. Jacques LaPointe, the present director of the Canadian Studies Bureau, has been unfailingly helpful since he took over in July 1983. Ms. Frances Wilson of Sheridan College, Mr. Ron Slavik of Mohawk College, Dr. Joseph Lyons of St. Lawrence College, Dr. John Berry and Dr. Robert Wilson of Queen's University, all gave generously of their time and expertise. Finally, I want to thank my consultants at the Institute for Behavioural Research, York University, for their advice and for their patience.

Chapter 1

THE AIMS OF COLLEGE AND INSTITUTE EDUCATION

RATING THE AIMS OF COLLEGE EDUCATION

Twenty-one aims of community college and institute education were listed in the questionnaire, as follows:

Imagination and creativity

Ability to identify and make use of inspiration and originality; willingness and ability to develop ideas which go beyond established patterns of thought and action.

Desire and ability to learn

Ability to effectively apply learning skills to new tasks; development of wide ranging interests with an ability to identify relevance and to connect and relate ideas.

Ability to problem-solve

Ability to find resources and to use research methods, logical analysis and creative thinking to solve personal and professional problems.

Informed citizenship

Ability to participate actively as an informed and responsible citizen in solving social, economic, or political problems of the community, province, and nation.

Effective listening and speaking skills

Effective reading and writing skills

Leadership

Ability to recognize when one's skills are needed; ability to give direction when needed and ability to encourage and co-ordinate group efforts.

Conflict resolution

Ability to evaluate both sides of a situation; ability to uphold one's ideas while seeking solutions and resolving conflict.

Moral responsibility

Ability to articulate and demonstrate a code of personal and professional ethics.

Ecological responsibility

Understanding of the consequences of acting and not acting to protect the earth's physical and biological systems.

Understanding change

Understanding of the impact of major ideas and developments on people's lives.

Understanding Canadian society

Knowledge of the Canadian heritage and contemporary issues; understanding economic and political institutions, such as law, various levels of government and corporations.

Artistic appreciation

Ability to understand and enjoy literature, art, music and other cultural activities as expressions of personal and social experience.

Family life education

Acquisition of the knowledge and attitudes basic to a satisfying family life.

Critical thinking

Acquisition of and use of the skills and habits involved in critical and constructive thinking.

Global perspectives

Understanding of the interdependence of all peoples on this planet and awareness of other cultures and values.

Career skills

Acquisition of clearly defined skills which will permit the student to function effectively in his chosen vocation.

Flexibility within chosen career

Adaptability to changing demands within the occupation for which the student has been educated.

Understanding of principles underlying the specific career skills

Knowledge of theoretical background as the context and underpinning of specific career skills. Understanding the relationship of specific skills with underlying theory.

Lifelong learning

Ability to cope with the rapid pace of change in today's world, by the acquisition of the skills needed for lifelong learning, such as critical and constructive thinking, research skills, communication skills, and the habit of learning as a process continuing throughout life.

Three of these aims, career skills, flexibility within the chosen career, and understanding of principles underlying the specific career skills are aims of career education, while the others are general.

Aims of career and general education were deliberately listed together so that a picture of community college education as a whole could emerge. Respondents were asked to rate all these aims as either "Essential", "Good to Have", "Limited Usefulness", or "Unnecessary".

CLEAR PREFERENCES SHOWN IN RATING OF AIMS

Respondents showed clear preferences in their ratings of the aims of college education, as shown in Figures 1.1 - 1.4. It is interesting to note that the three aims which were most often rated essential by respondents could be described as aims of general education, "Desire and ability to learn" (85%), "Effective reading and writing" (80%), and "Ability to problem-solve" (79%). Career skills is fourth (75%).

This is a significant finding. "Desire and ability to learn" is a broadly defined aim. It is the "ability to effectively apply learning skills to new tasks; development of wide ranging interests with an ability to identify relevance and connect and relate ideas". It involves several important aspects of general education and is closely related to "Reading and Writing" and "Problem Solving" which were next on the list. The fact that respondents put these aims at the top of the list demonstrates a wide recognition of the importance of key areas of general education in the total spectrum of college programs. Note that "Desire and Abilitv to Learn" is an aim of college education, something respondents want students to graduate with, not an entrance requirement.

There is a clear consensus of opinion here. College personnel make a definite distinction between "Essential" and "Good to Have" and show high levels of agreement about the aims placed in each category. This means that the results here give directions about the importance of aims which can be relied on, when program curricula are designed.

There was, on the other hand, little differentiation between the categories "Limited Usefulness" and "Unnecessary". "Artistic Appreciation" heads both lists, and the order of the other aims listed varies little.

If we place the categories "Limited Usefulness" and "Unnecessary" together as signifying disapproval, the statistics present a clear and internally consistent picture of the relative importance of the aims of community college and institute education. An important distinction is drawn between what is "Essential" and what is "Good to Have". Both these categories are consistent with the negative categories (Figures 1.3 and 1.4) in their rating of aims which are given low ratings. It is interesting to note, however, that more aims were chosen "Essential" than "Good to Have", and there is a significant drop in the number of ratings "Limited Usefulness", and still more in the "Unnecessary" category.

FIGURE 1.1

Aims Rated Essential

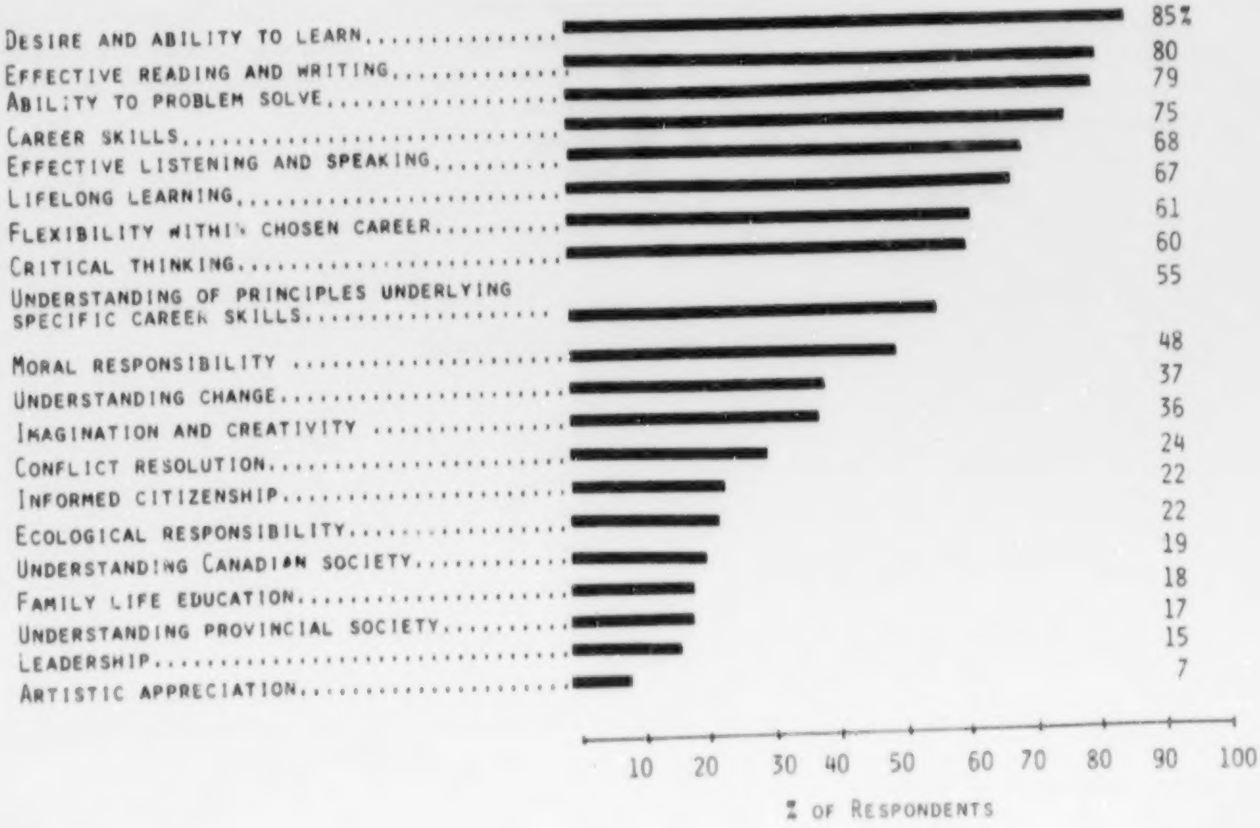


FIGURE 1.2

Aims Rated Good to Have

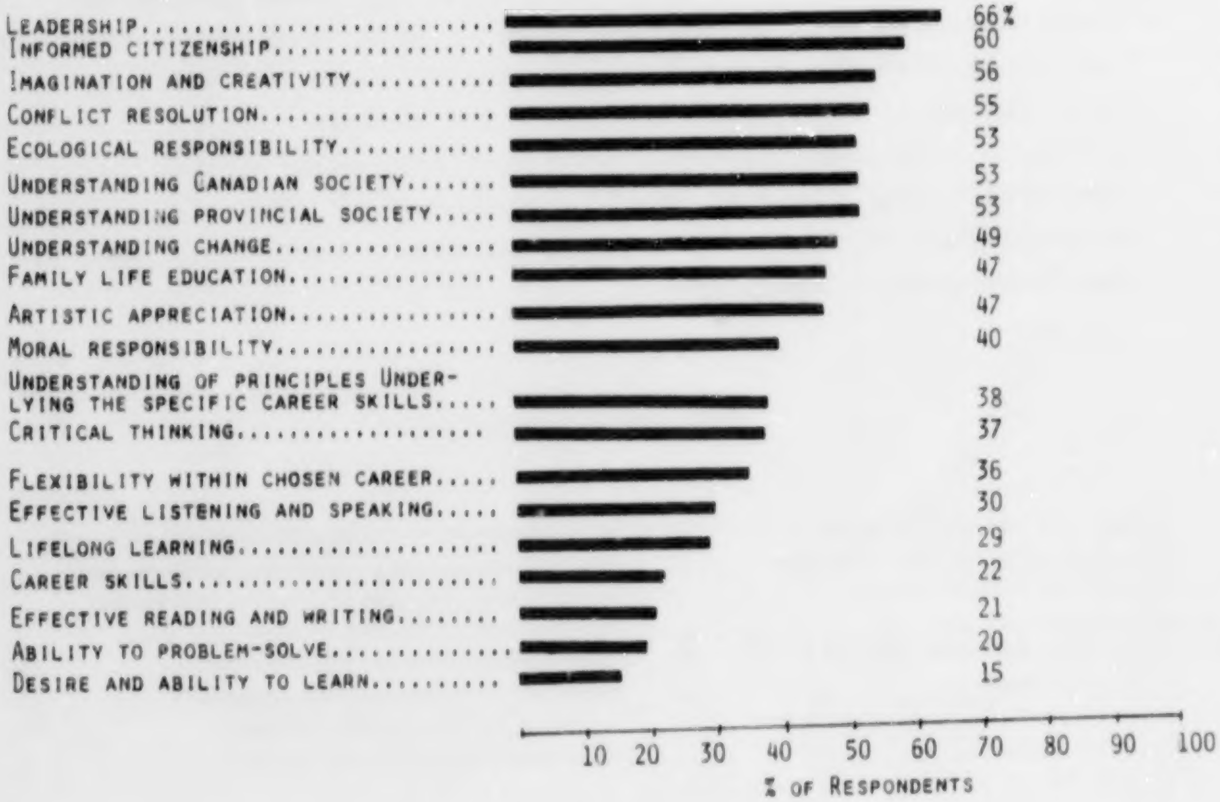


FIGURE 1.3

Aims Rated Limited Usefulness

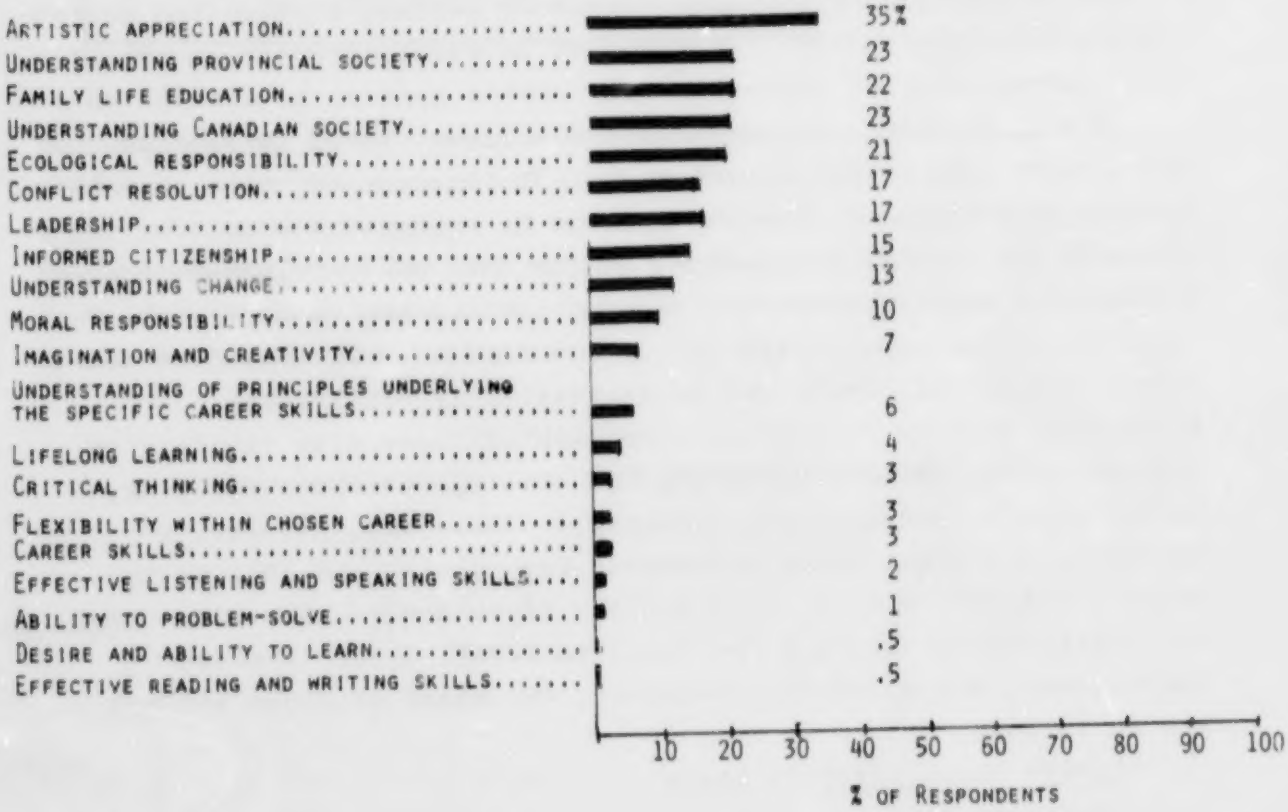
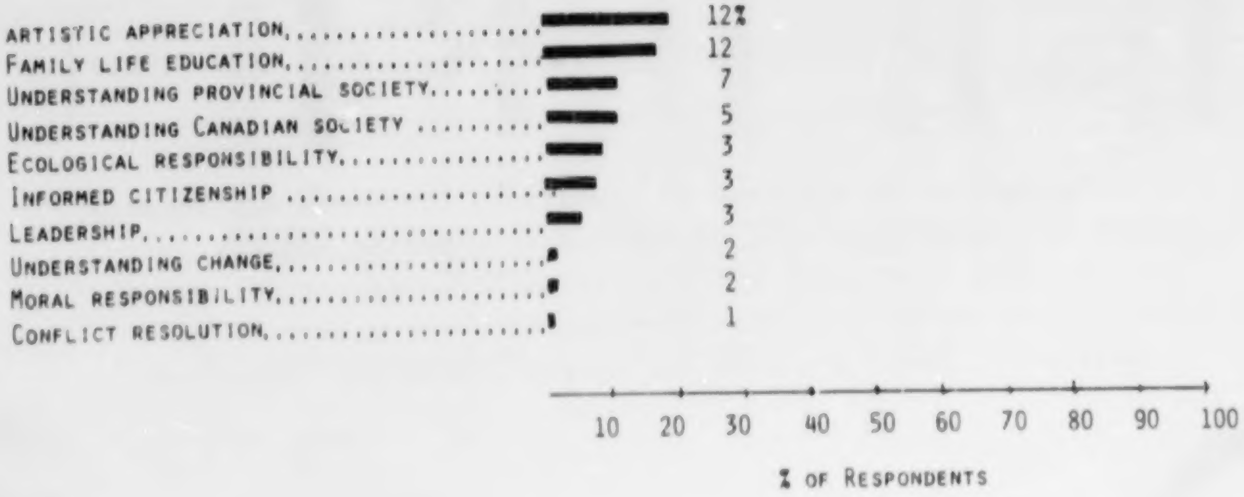


FIGURE 1.4

Aims Rated Unnecessary



LITTLE SIGNIFICANT DIFFERENCE IN THE RATINGS OF AIMS BETWEEN FACULTY AND ADMINISTRATORS

Six aims of college education were highly rated by the respondents as a group of the whole. The ratings of these aims by faculty were compared with the ratings by administrators. For this and all similar comparisons in the data analysis, tests of statistical significance were carried out and the results are reported in the appropriate tables and figures. In this case the F-test showed that there was no statistically significant difference between the ratings for five of these aims (ability to problem solve, effective reading and writing, critical thinking, career skills, and lifelong learning). There was, however, a statistically significant difference for "desire and ability to learn", $F(1,756) = 6.45$, $p. = 0.011$. If we assign the value 1 for the rating "Essential", 2 for "Good to Have", 3 for "Limited Usefulness", and 4 for "Unnecessary", the means of these ratings are as follows:

Desire and ability to learn	
Administrators	1.19
Faculty	1.12

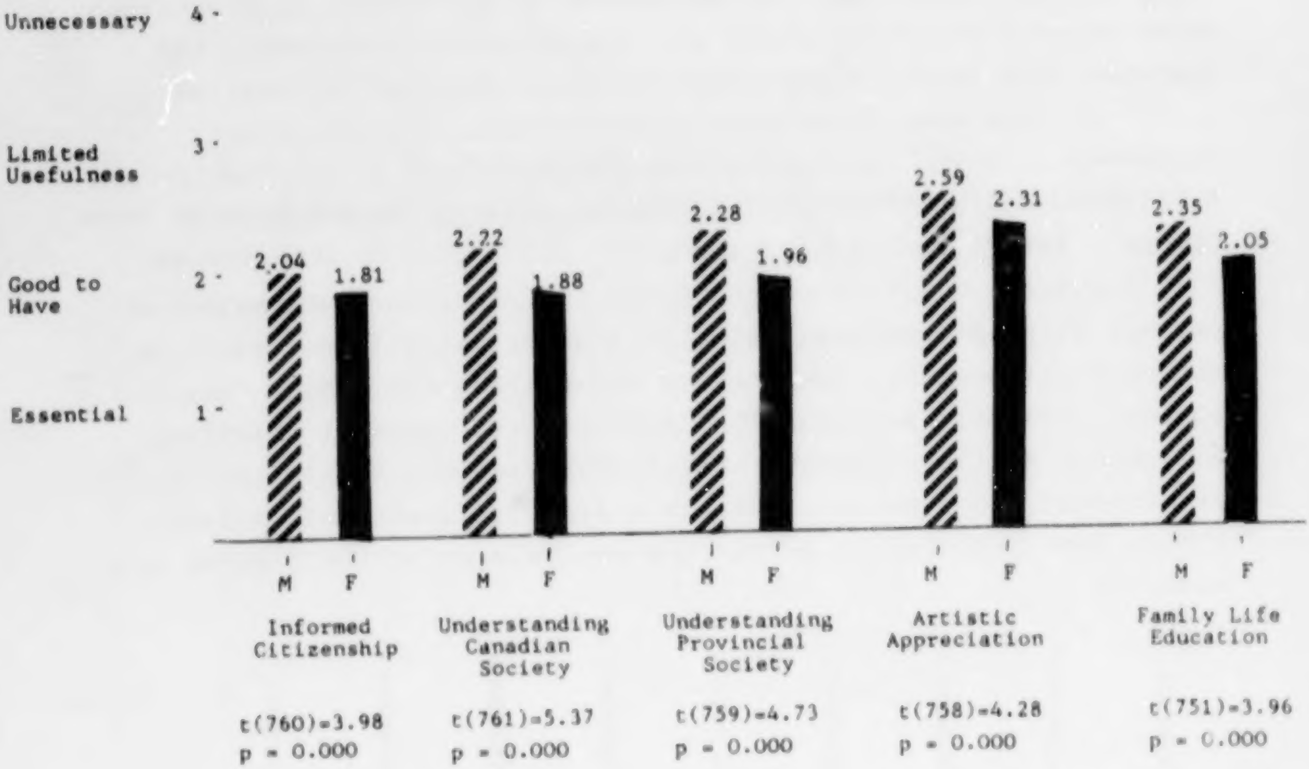
Faculty appear to favour "Desire and Ability to Learn" slightly more than administrators.

WOMEN RATE CITIZENSHIP, ARTISTIC, AND FAMILY LIFE AIMS HIGHER THAN MEN DO

The ratings of six aims of education, (informed citizenship, ecological responsibility, understanding Canadian society, understanding provincial society, artistic appreciation, and family life education), were compared with the gender of respondents. These six aims had ranked low in the "Essential" category but high in the "Unnecessary" category for the group as a whole. The comparison was made in order to find out if this low rating reflected a general consensus or whether there were differences between groups of respondents. Of the six, there was no difference in ranking between men and women for ecological responsibility. There was, on the other hand, a significant difference for the five other aims as Figure 1.5 shows. This figure compares the means of ratings between men and women. The means were computed for the values 1 = Essential, 2 = Good to Have, 3 = Limited Usefulness, and 4 = Unnecessary. The lower the mean, the higher the aim is rated.

Figure 1.5

MEAN RATINGS OF FIVE AIMS OF EDUCATION, BY SEX



Does this difference reflect the "traditional" difference between men's and women's roles in society? It would seem so for family life education and artistic appreciation, perhaps less so for the citizenship aims. In any case the difference is interesting.

RATINGS OF AIMS OF EDUCATION BROKEN DOWN BY DIVISION

The ratings of eleven aims of education were broken down by division; Applied Arts, Academic, Continuing Education, Technology, Business, Health, Trades, Human Services, Non-Academic (see Introduction for explanation of divisions). Breakdowns for this and other ratings in the report were conducted in order to ascertain whether there was a significant difference of opinion among divisional groups. Do personnel in Technology hold opinions about general education which are significantly different, for instance from those of personnel in Human Services of Applied Arts? In this case there were no statistically significant differences in the ratings between division groups for "Desire and Ability to Learn", "Ability to Problem Solve", "Understanding Change", and "Lifelong Learning".

Figures 1.6 - 1.12 on the following pages show the means of ratings which showed statistically significant differences, i.e. informed citizenship, reading and writing, understanding Canadian society, artistic appreciation, family life, critical thinking, and career skills. Though these differences are statistically significant, they do not indicate a wide difference of opinion, though some patterns do emerge, as can be seen if the figures are examined.

FIGURE 1.6

MEAN EVALUATIONS OF INFORMED CITIZENSHIP AS AN EDUCATIONAL AIM BROKEN DOWN BY DIVISIONS F(8,688) = 4.95, p ≤ 0.0000

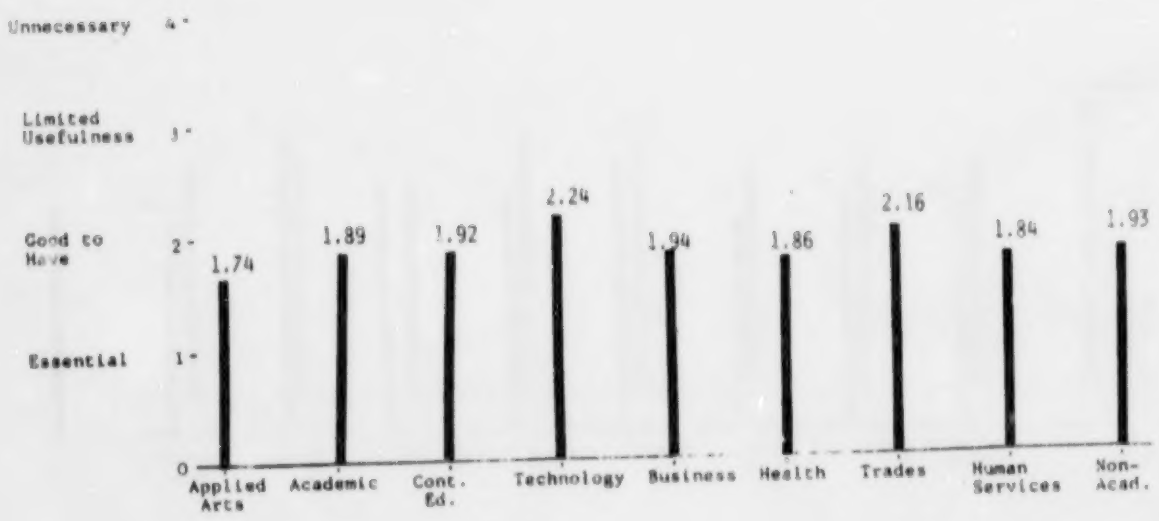


FIGURE 1.7

MEAN EVALUATIONS OF READING AND WRITING AS AN EDUCATIONAL AIM BROKEN DOWN BY DIVISIONS F(8,682) = 2.8, p ≤ 0.0047

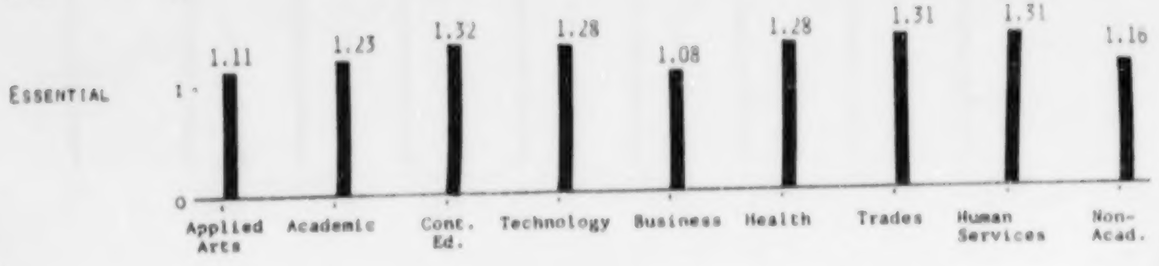


FIGURE 1.8

MEAN EVALUATIONS OF UNDERSTANDING CANADIAN SOCIETY BROKEN DOWN BY DIVISIONS F(8,690) = 4.93, p ≤ 0.0000

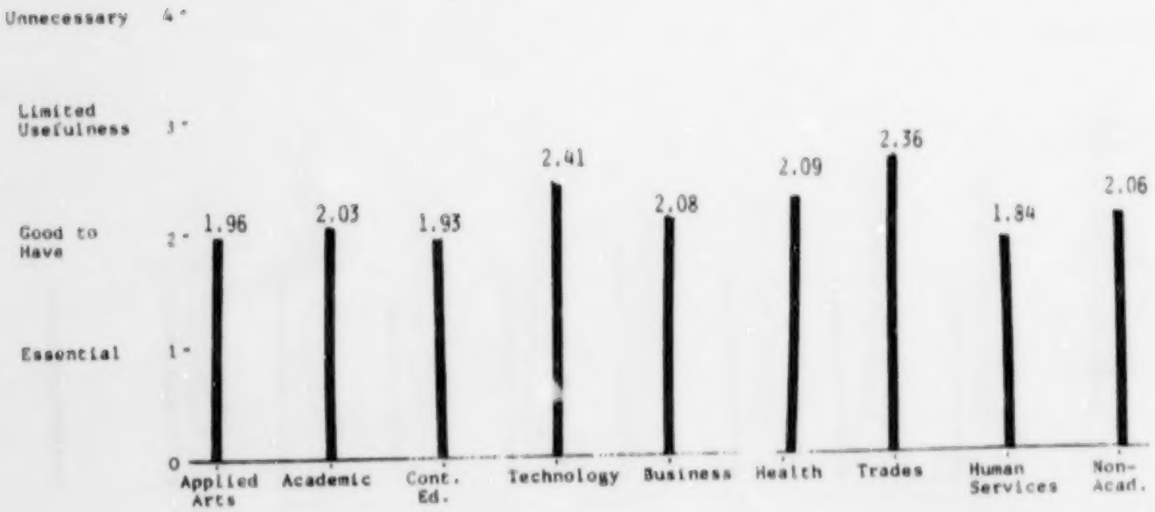


FIGURE 1.9

MEAN EVALUATIONS OF ARTISTIC APPRECIATION AS AN EDUCATIONAL AIM BROKEN DOWN BY DIVISIONS F (8,686) = 8.02, p ≤ 0.0000

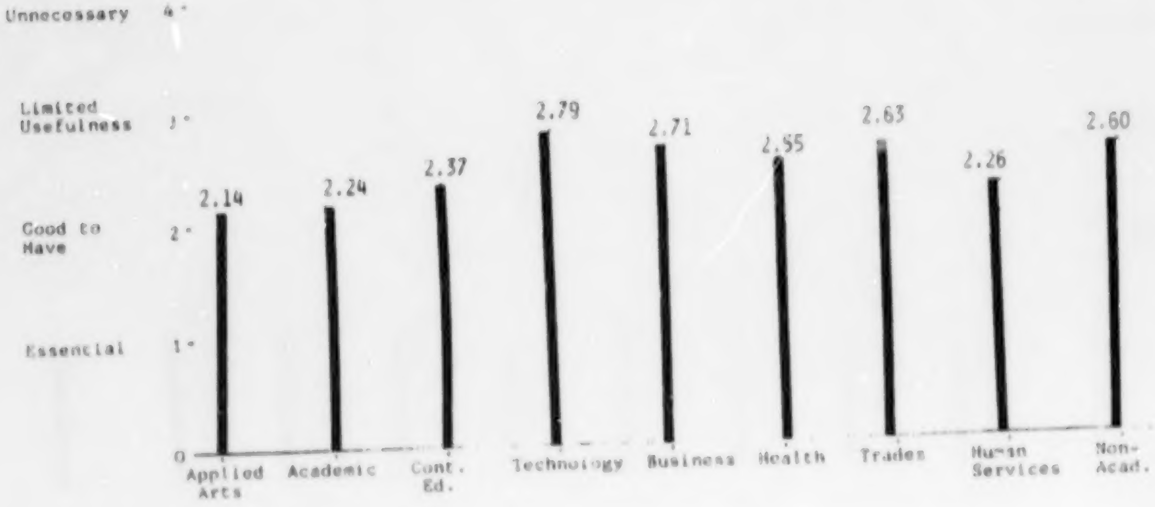


FIGURE 1.10

MEAN EVALUATIONS OF FAMILY LIFE AS AN EDUCATIONAL AIM BROKEN DOWN BY DIVISIONS F(8,681) = 2.71 p ≤ 0.0059

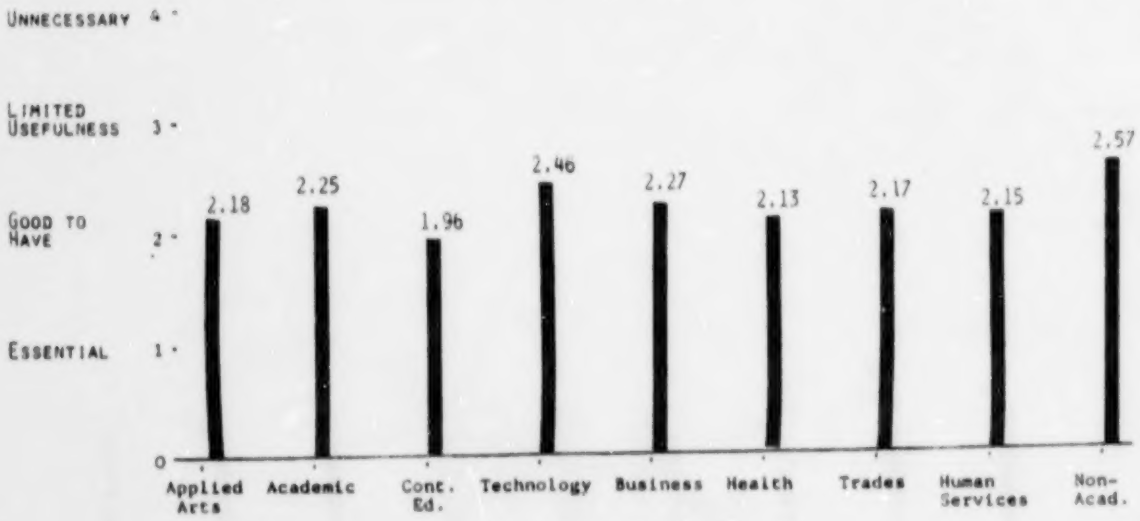


FIGURE 1.11

MEAN EVALUATIONS OF CRITICAL THINKING AS AN EDUCATIONAL AIM BROKEN DOWN BY DIVISIONS F(8,689) = 4.36, p ≤ 0.0000

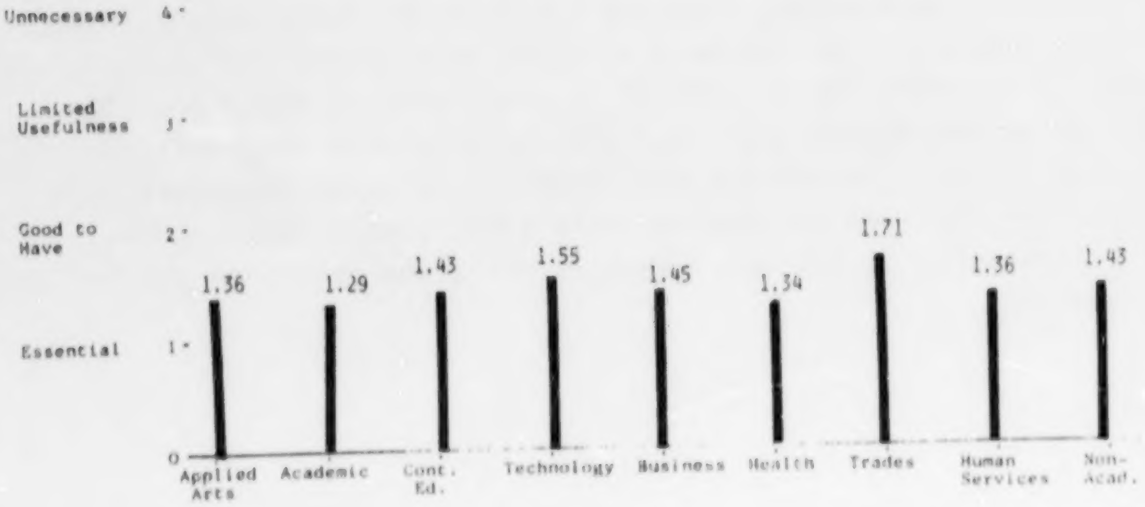
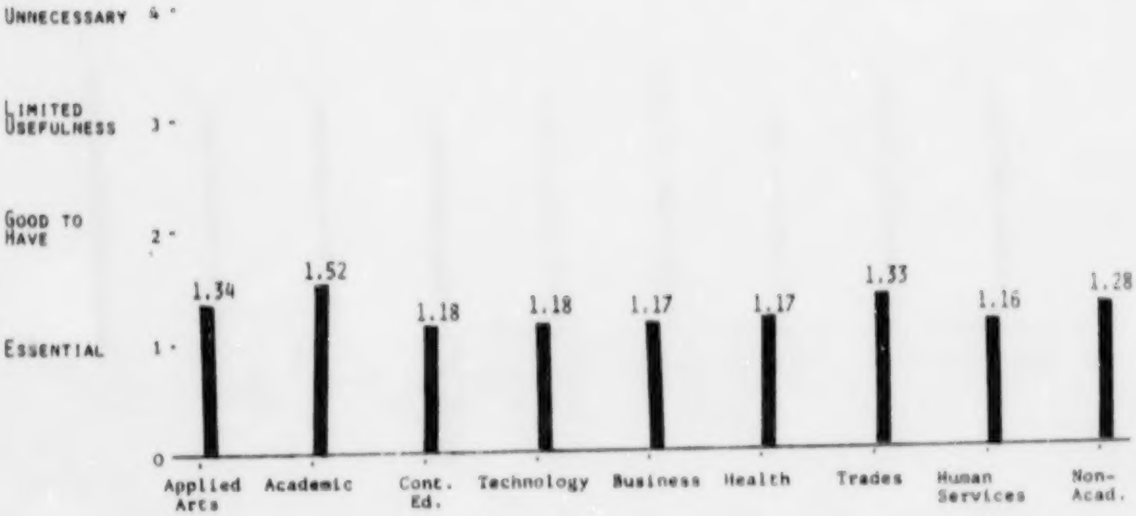


FIGURE 1.12

MEAN EVALUATIONS OF CAREER SKILLS AS AN EDUCATIONAL AIM BROKEN DOWN BY DIVISIONS F(8,688) = 5.67, $p \leq 0.0000$



Again, though the differences in means between divisions are statistically significant, they do not indicate large differences of opinion. Many of the findings are what one could expect, such as that people in the Academic division rate career skills less highly. If there can be said to be a pattern, it would seem that Technology and Trades most consistently rate aims of general education lower, though not much lower, than other divisions, and that Human Services and Applied Arts usually rate them highest. The differences of ratings, however, among the divisions are not remarkable.

"DESIRE AND ABILITY TO LEARN" RATED MOST IMPORTANT AIM OF EDUCATION

Question two of the questionnaire asked respondents to choose the three most important aims of college and institute education. "Desire and Ability to Learn" came out on top by a considerable margin. Figures 1.13, 1.14 and 1.15 show the aims most often chosen, first, second and third.

FIGURE 1.13

AIM RATED MOST IMPORTANT

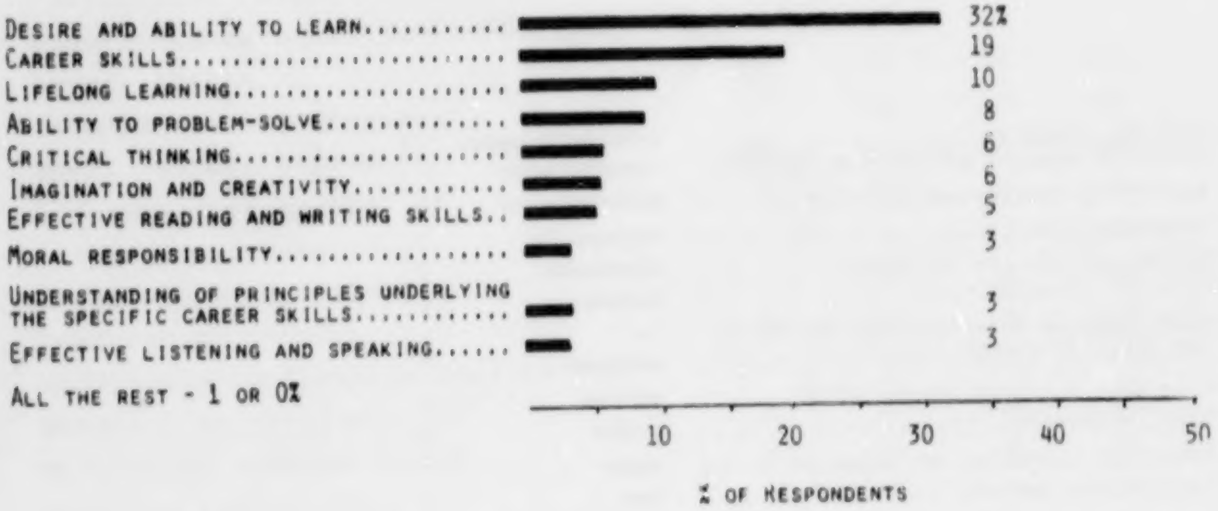


FIGURE 1.14

AIMS RATED SECOND MOST IMPORTANT

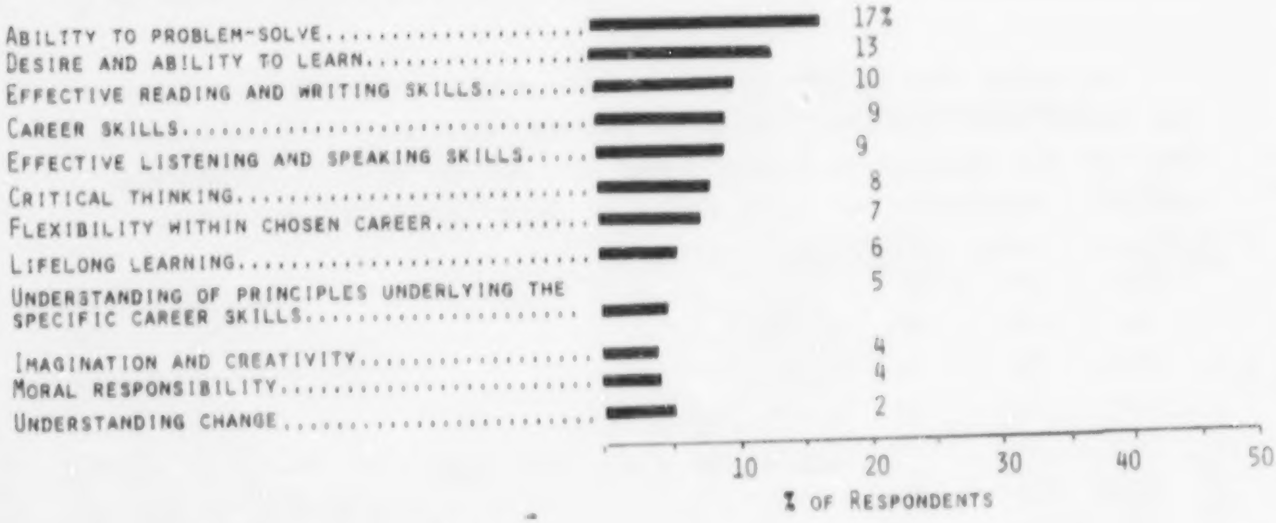


FIGURE 1.15

AIMS RATED THIRD MOST IMPORTANT

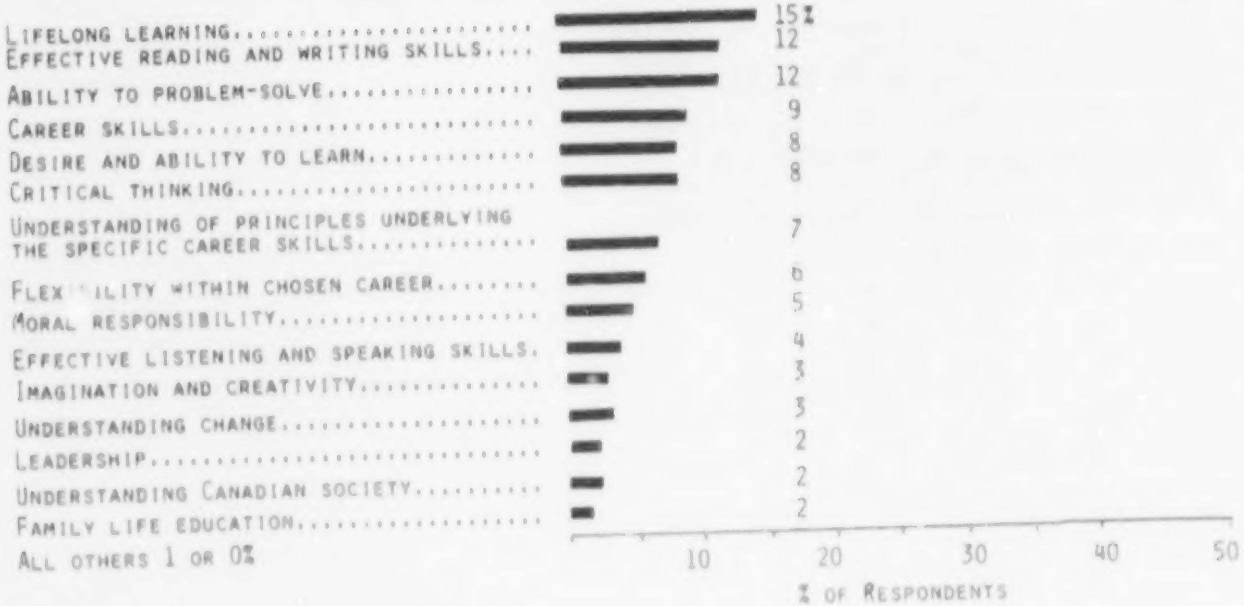


TABLE 1.1

AIMS CHOSEN MOST IMPORTANT, 1ST, 2ND, AND 3RD PLACES, CUMULATIVE TOTAL

N = 794

	Absolute Frequencies			
	1	2	3	Total
Desire and ability to learn	258	106	62	426
Career skills	152	75	74	301
Ability to problem solve	62	138	94	294
Lifelong learning	81	48	117	246
Reading and writing	37	77	91	205
Critical thinking	46	62	62	170
Listening and speaking	24	71	35	130
Flexibility within chosen careers	9	59	47	115
Understanding principles underlying career skills	20	36	54	110
Imagination and creativity	47	29	25	101
Moral responsibility	26	33	41	100
Understanding change	6	19	20	45
Informed citizenship	11	7	10	28
Family life education	4	6	13	23
Leadership	2	8	12	22
Understanding Canadian society	1	3	10	14
Conflict resolution	2	1	10	13
Ecological responsibility	3	3	5	11
Artistic appreciation	1	2	4	7
Understanding provincial society	2	0	0	2

Table 1.1 shows an amalgamation of these statistics. Here the results are given in absolute frequencies, i.e. 258 respondents chose Desire and Ability to Learn as the most important aim of education and 426 respondents chose it as one of the top three aims.

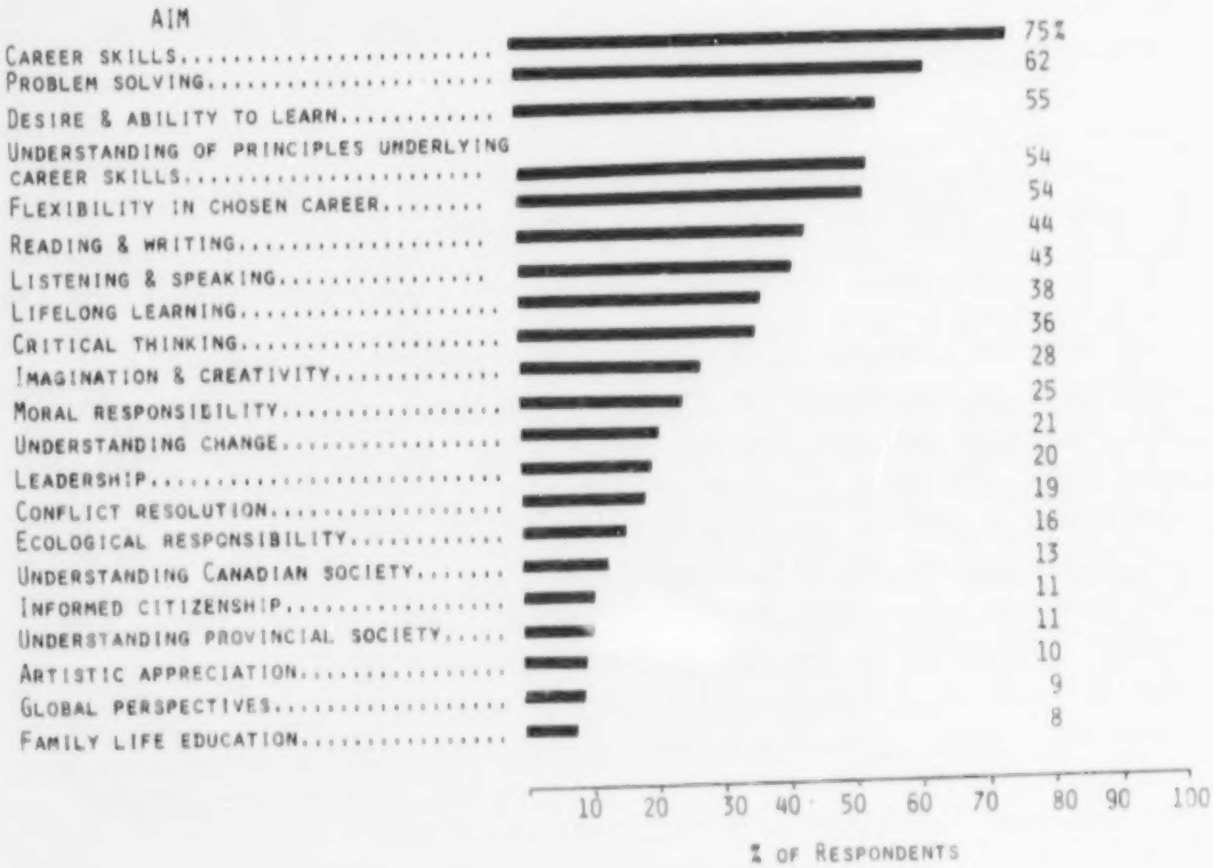
This is a most interesting result. If the question were, What quality would you value most in a student entering college? "Desire and Ability to Learn" could be expected to be chosen often. As it is, however, this quality is what faculty and administrators most want their students to graduate with. It is a choice which accords well with the aim of lifelong learning, and with the needs of a rapidly changing society.

CAREER SKILLS IS THE EDUCATIONAL AIM BEST ADDRESSED IN THE CURRICULA OF COLLEGE PROGRAMS

While "Desire and Ability to Learn" was unequivocally chosen as the most important aim of college and institute education, "Career Skills" was clearly the aim most often well addressed in the curricula of college programs. Question 4 asked respondents to rate the 21 aims of college education on a scale of 1-5, with 1 representing aims well addressed and 5, aims poorly addressed. When ratings of 1 and 2 were added (representing aims well addressed), and the aims ranked, the order shown in Figures 1.16 resulted.

FIGURE 1.16

AIMS RATED AS WELL ADDRESSED IN CURRICULUM



The interesting point here is the disparity between aims rated as most important in question 2, (and essential in question 1) and the reports of how well these aims are addressed in actual college curricula. The question asked was, "If the aim is attempted in the curriculum of your program, please indicate (on the scale of

1 - 5) how well the curriculum of your program addresses this aim, given the time frames and resources available". Respondents were not being asked to estimate how well the aim was attained by the students, but, given the resources available, how adequately provision was made in the curriculum for students to master the aim as well as reasonably possible.

SUBSTANTIAL DISCREPANCY BETWEEN IMPORTANCE OF AIMS AND HOW WELL THEY ARE ADDRESSED IN CURRICULA

Most respondents (75%) felt that career skills was well addressed in the curricula of their programs. "Problem Solving" was next with 62% and "Desire and Ability to Learn" a low third with 55%. The next two aims on the list - reported as well addressed by 55% of respondents - were both career-oriented skills - "Understanding the Principles Underlying Career Skills" and "Flexibility in Chosen Career". Clearly, then, career skills are better addressed in the curriculum of college programs than general education skills. The top six aims of college education, in order, were: Desire and Ability to Learn, Career Skills, Ability to Problem Solve, Lifelong Learning, Reading and Writing and Critical Thinking. The aims most often reported as "well addressed" in college curricula are, in order, Career Skills, Problem Solving, Desire and Ability to Learn, Principles Underlying Career Skills, Flexibility in Chosen Career, and Reading and Writing.

There is a significant disparity here which should not be underestimated. Reading and writing was listed second in the list of aims considered to be "Essential". How much writing is actually being done by students? How could provision for acquiring this skill be better promoted in the curricula of the programs?

The disparity between the two lists shows up most sharply for Lifelong learning (said to be well addressed by only 38% of respondents) and Critical thinking (said to be well addressed by only 36%). Critical thinking has long been recognized as a "pervasive objective", i.e. one which can be met in a number of ways and through the vehicles of many disciplines. It is also considered a key skill of any generally educated person. The concept of Lifelong learning is more and more recognized as essential if people are to cope with the increasing rates of change in today's society. It is important that educators reevaluate their curricula to ensure that these aims, whose value they have clearly recognized, are well provided for.

Statistically significant differences between division groups were found for the ratings of Lifelong learning and Critical thinking. Figures 1.17 and 1.18 show the breakdown by division of the means of ratings (1-5) for Critical thinking and Lifelong learning. Note that the higher the mean, the less well the aim is thought to be addressed in the curricula of programs. The striking thing here seems to be the markedly different perception of the non-academic personnel (counsellors, librarians, student-service personnel) from the others as to how these aims are addressed in college curricula.

FIGURE 1.17

BREAKDOWN BY DIVISION
OF HOW WELL CRITICAL THINKING IS ADDRESSED
IN THE CURRICULA OF COLLEGE PROGRAMS

(MEANS OF RESPONSES, 1-5) F(8,645) = 3.87 p = 0.0002

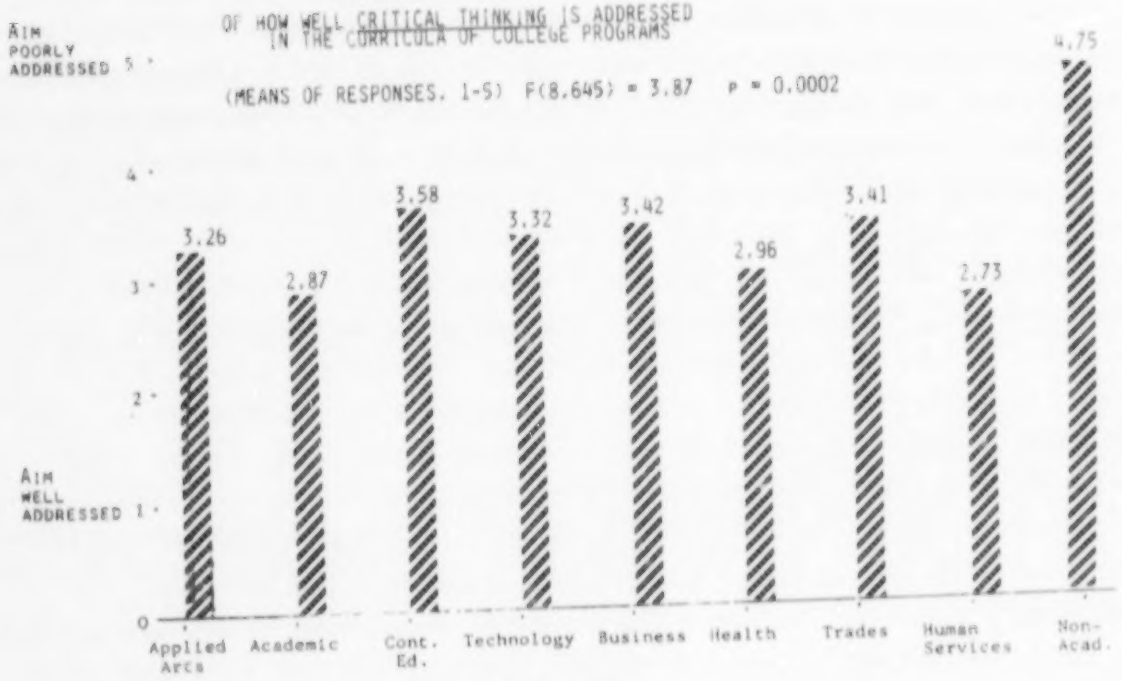
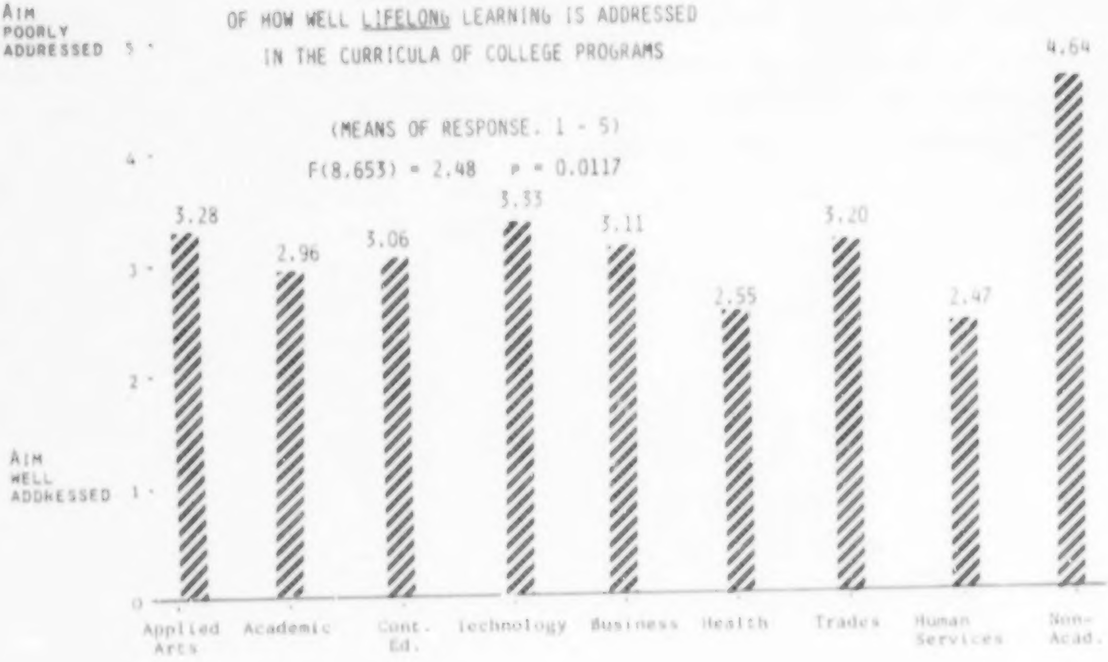


FIGURE 1.18

BREAKDOWN BY DIVISION
OF HOW WELL LIFELONG LEARNING IS ADDRESSED
IN THE CURRICULA OF COLLEGE PROGRAMS

(MEANS OF RESPONSE, 1 - 5)
F(8,653) = 2.48 p = 0.0117

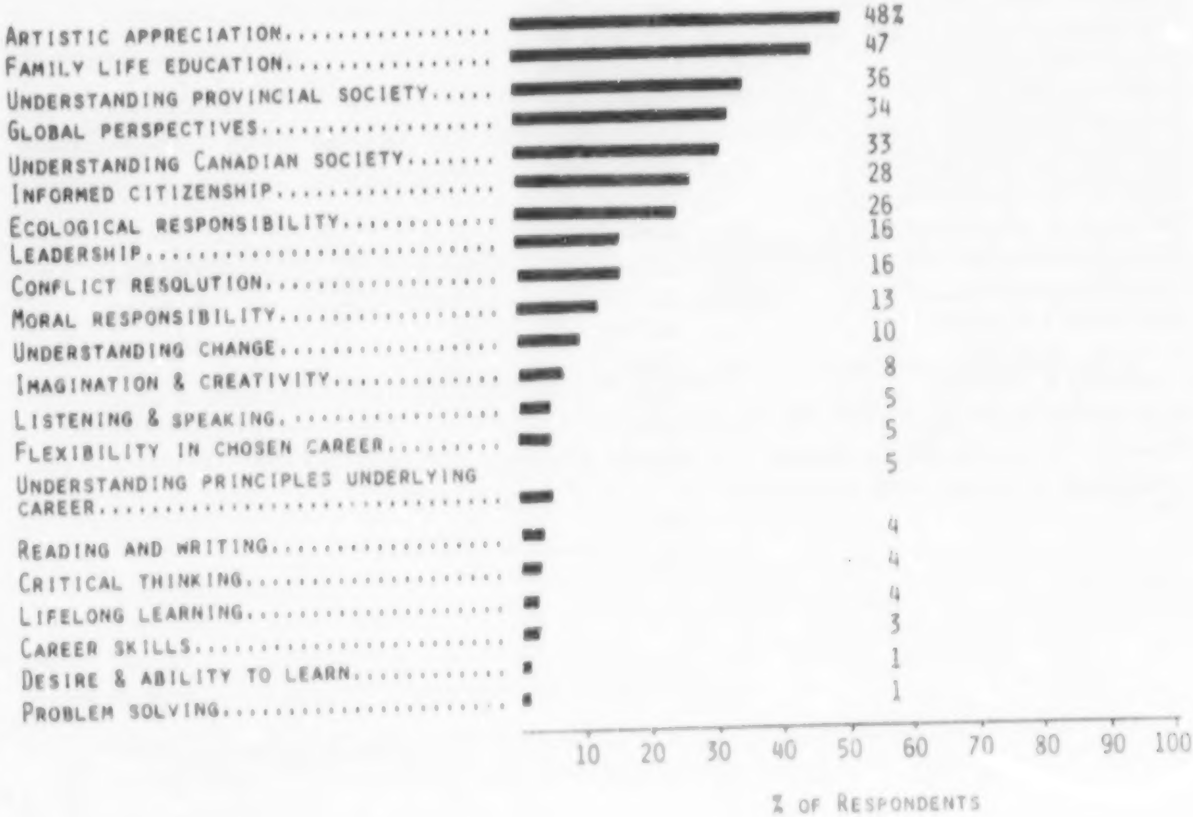


ARTISTIC APPRECIATION AND FAMILY LIFE EDUCATION ARE AIMS WHICH MANY THINK SHOULD NOT BE ADDRESSED IN COLLEGE CURRICULA

Respondents were also asked in Question 4 to indicate aims of education which were not addressed in college curricula, and which should not be addressed. Figure 1.19 shows these aims in rank order. Artistic Appreciation and Family Life Education top the list.

FIGURE 1.19

AIMS, RATED, AS NOT ATTEMPTED IN CURRICULUM AND SHOULD NOT BE

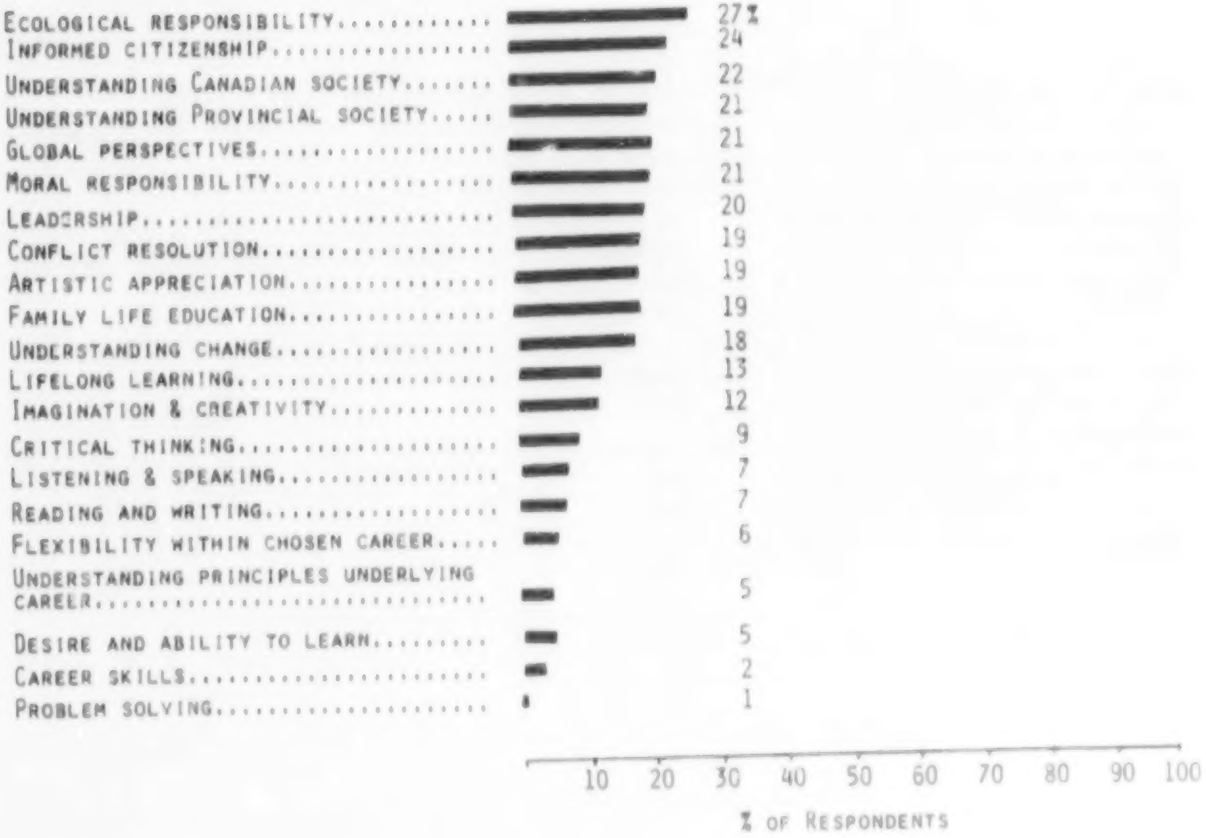


CITIZENSHIP AND ENVIRONMENTAL AIMS SHOULD BE ATTEMPTED IN COLLEGE CURRICULA

Figure 1.20 shows the aims which respondents say are not attempted in the curricula of the programs, but which should be addressed. It is interesting that aims to do with social and environmental responsibilities head this list.

FIGURE 1.20

AIMS, IN ORDER, AS NOT ATTEMPTED IN CURRICULUM, BUT SHOULD BE



Chapter 2

THE DESIGN AND ORGANIZATION OF GENERAL EDUCATION

The survey collected considerable data about how general education is designed and organized in the colleges. These results will be discussed under the headings of Course Organization, Curricular Organization and Design for General Education.

COURSE ORGANIZATION

Introductory courses in traditional academic disciplines, and general education as preparation for lifelong learning are the most commonly used forms of course organization in the colleges. Respondents were asked to indicate their experience with seven styles of course organization as listed.

(a) Introductory courses in traditional academic disciplines, such as science, humanities, mathematics, religion, social sciences.

(b) Interdisciplinary courses, e.g. Canadian Culture and Society, Twentieth Century Issues, Introduction to Women's Studies.

(c) Courses built around classic works of literature or philosophy, e.g. Twentieth Century Thought, Studies in Major Writers, War and Peace Don Quixote.

(d) Theme courses, e.g. Conflict in Twentieth Century, Inuit and Contemporary Society, The Literature of Travel.

(e) General education courses tailored to professionals, e.g. Medical Ethics, History of Technology.

(f) General education courses derived from professions, e.g. The Body and its Health, Parenting, Schooling and Adult Development.

(g) General education as preparation for Lifelong Learning with emphasis on skills such as critical and constructive thinking, communication skills, research skills.

Table 2.1 shows that introductory courses and general education as preparation for lifelong learning are the most commonly used in the colleges. The least commonly used are courses built around classic works of literature or philosophy, and theme courses.

TABLE 2.1

COURSE ORGANIZATION OF GENERAL EDUCATION

	HAVE NO EXPERIENCE	HAVE EXPERIENCE BUT NOT PRESENTLY USED	USED IN MY PROGRAM
INTRODUCTORY COURSES	24%	9%	67%
GENERAL EDUCATION AS PREPARATION FOR LIFELONG LEARNING	29%	12%	59%
GENERAL EDUCATION COURSES TAILORED TO PROFESSIONS	48%	14%	38%
GENERAL EDUCATION COURSES DERIVED FROM PROFESSIONS	56%	12%	32%
INTERDISCIPLINARY COURSES	64%	13%	23%
COURSES BUILT AROUND CLASSICS	72%	13%	15%
THEME COURSES	74%	12%	14%

Table 2.2 shows how these courses were rated as meeting the aims of general education by the respondents as a group of the whole.

TABLE 2.2

EFFECTIVENESS OF GENERAL EDUCATION COURSE ORGANIZATION

	VERY EFFECTIVE	EFFECTIVE	NOT SURE	POOR	VERY POOR
PREPARATION FOR LIFELONG LEARNING	30%	42%	19%	6%	3%
INTRODUCTORY COURSES	28%	46%	16%	6%	4%
GENERAL EDUCATION COURSES TAILORED TO PROFESSIONS	22%	40%	24%	7%	7%
GENERAL EDUCATION COURSES DERIVED FROM PROFESSIONS	19%	38%	27%	8%	8%
INTERDISCIPLINARY COURSES	12%	29%	31%	16%	12%
THEME COURSES	5%	22%	30%	20%	23%
COURSES BUILT AROUND CLASSICS	3%	12%	29%	25%	31%

It is interesting to note here that the highest ratings are given to types of courses in most common use, introductory courses and general education as a preparation for lifelong learning. One wonders if this correlation is a cause and effect relationship and if so in which direction? Note that while 67% of the respondents said introductory courses were used in their programs, only 28% said they were very effective, while 59% said general education as a preparation for lifelong learning was used in their programs, and 29% said it was very effective (the highest rating of any style of course organization). The style of courses least often used in programs, theme courses and courses built around classic works, were also those which received the lowest ratings. Not surprisingly, perhaps, general education tailored to professions and general education derived from professions were also highly rated.

This result should be compared to practices in individual colleges. If general education is primarily organized in the style of "Introductory Courses", the reason for this should be ascertained. Is this because of traditional practice which has never been critically examined, or is it really because other styles have been tried and rejected?

ALL DIVISIONS AGREE ON HIGH VALUE OF GENERAL EDUCATION AS PREPARATION FOR LIFELONG LEARNING

Both the frequency of use and the ratings of general education course organization were broken down by division. Figure 2.1 shows the variation among divisions in the frequency of use of the seven styles of general education course organization.

Not only was lifelong learning given the highest rating by respondents (Table 2.2) but it was the only style of course organization which received unanimous support among all divisions. There was no statistically significant variation among divisions for lifelong learning while there was statistically significant variation for the other styles of course organization. Table 2.3 gives the means for each of the seven styles, broken down by division. The higher the value of the mean, the lower the rating of the course organization.

FIGURE 2.1

COURSE ORGANIZATION OF GENERAL EDUCATION

USED IN MY PROGRAM

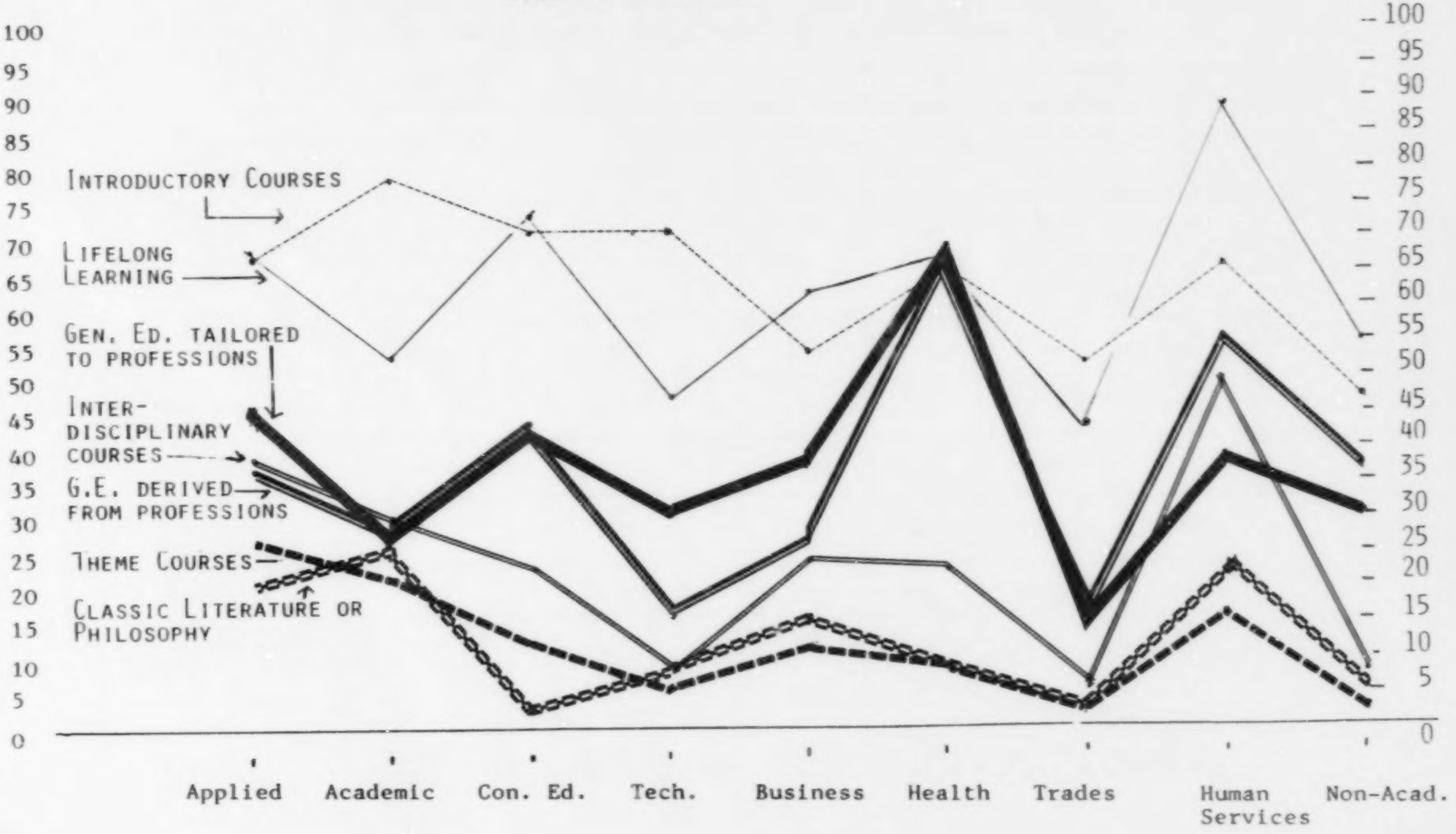


TABLE 2.3

Division	Introductory Courses	Interdisciplinary Courses	Classic Works	Theme Courses	Gen. Ed. Tailored to Professions	Derived from Professions
Applied Arts	2.05	2.38	3.10	2.91	2.13	2.10
Academic	1.86	2.50	3.12	2.81	2.75	2.70
Continuing Education	1.93	2.86	3.78	3.22	2.39	2.48
Technology	2.24	3.29	3.98	3.87	2.48	2.75
Business	2.22	3.02	4.07	3.54	2.14	2.38
Health	2.07	2.88	3.87	3.45	1.88	2.02
Trades	2.50	3.40	4.10	3.74	2.89	3.01
Human Services	2.29	2.58	3.20	2.68	2.06	2.31
Non Academic	2.41	3.07	3.77	3.38	2.33	2.46
	F(8,660)=2.84 p = .0041	F(8,659)=6.84 p = .0000	F(8.659)=6.68 p = .0000	F(8,659)=6.37 p = .0000	F(8,656)=9.63 p = .0000	F(8,654)=10. p = .0000

Mean evaluations, broken down by division, of seven styles of course organization. 1 = very effective, 2 = effective, 3 = not sure, 4 = poor, 5 = very poor

LEAST USED STYLES OF CURRICULAR ORGANIZATION ARE DISTRIBUTION REQUIREMENTS AND FREE ELECTIVES

Questions 9 and 10 of the questionnaire asked respondents to indicate how general education was delivered in their programs. The choices offered were:

(a) Core curricula. All colleges in the province of Quebec and some colleges in other provinces require all students to take certain components such as communications skills, philosophy, literature, biology, sociology. There may be some choices but these are usually restricted according to a structured curriculum deemed to be applicable to large groups of students from a variety of programs.
N.B. We are interested here in general education core curricula, not vocational core curricula.

(b) Distribution requirements. This method of organization occurs more commonly in university transfer programs. One such program for example, requires in Semester 1, "3 credits in English, 3 credits in Modern Languages, 3 credits selected from social sciences, humanities, fine arts, mathematics or science".

(c) Free electives. Students may include in their programs any course offered at the college for which they are eligible and which fits their timetable.

(d) Restricted electives. Students may choose an elective course from a list restricted by certain criteria decided beforehand.

(e) General education composed of topics within courses. In some colleges the general education component of programs is composed, entirely or in part, of topics or units within courses already prescribed for academic or vocational programs. In such a situation, for instance, a unit of study on problem-solving techniques as part of a course in instrumentation or a set of lessons on economic ideas as part of a course in retail merchandizing is considered to be general education.

Table 2.4 shows the frequencies of use for each style of curricular organization, for the sample as a whole.

Figures 2.2 and 2.3 show the breakdowns by division for these styles of curricular organization, and Figures 2.4 and 2.5 show the breakdown by region. Clearly curricular organization varies more according to region than it does by division.

TABLE 2.4

CURRICULAR ORGANIZATION OF GENERAL EDUCATION

	HAVE NO EXPERIENCE	HAVE EXPERIENCE BUT NOT PRESENTLY USED	USED IN MY PROGRAM
CORE CURRICULA	39.1%	10.6%	50.3%
GENERAL EDUCATION COMPOSED OF TOPICS WITHIN COURSES	45 %	7.1%	47.9%
RESTRICTED ELECTIVES	42.5%	14.5%	43.1%
FREE ELECTIVES	50.4%	15.9%	33.6%
DISTRIBUTION REQUIREMENTS	58 %	14 %	27.9%

FIGURE 2.2

CURRICULAR ORGANIZATION OF GENERAL EDUCATION
BREAKDOWN BY DIVISION

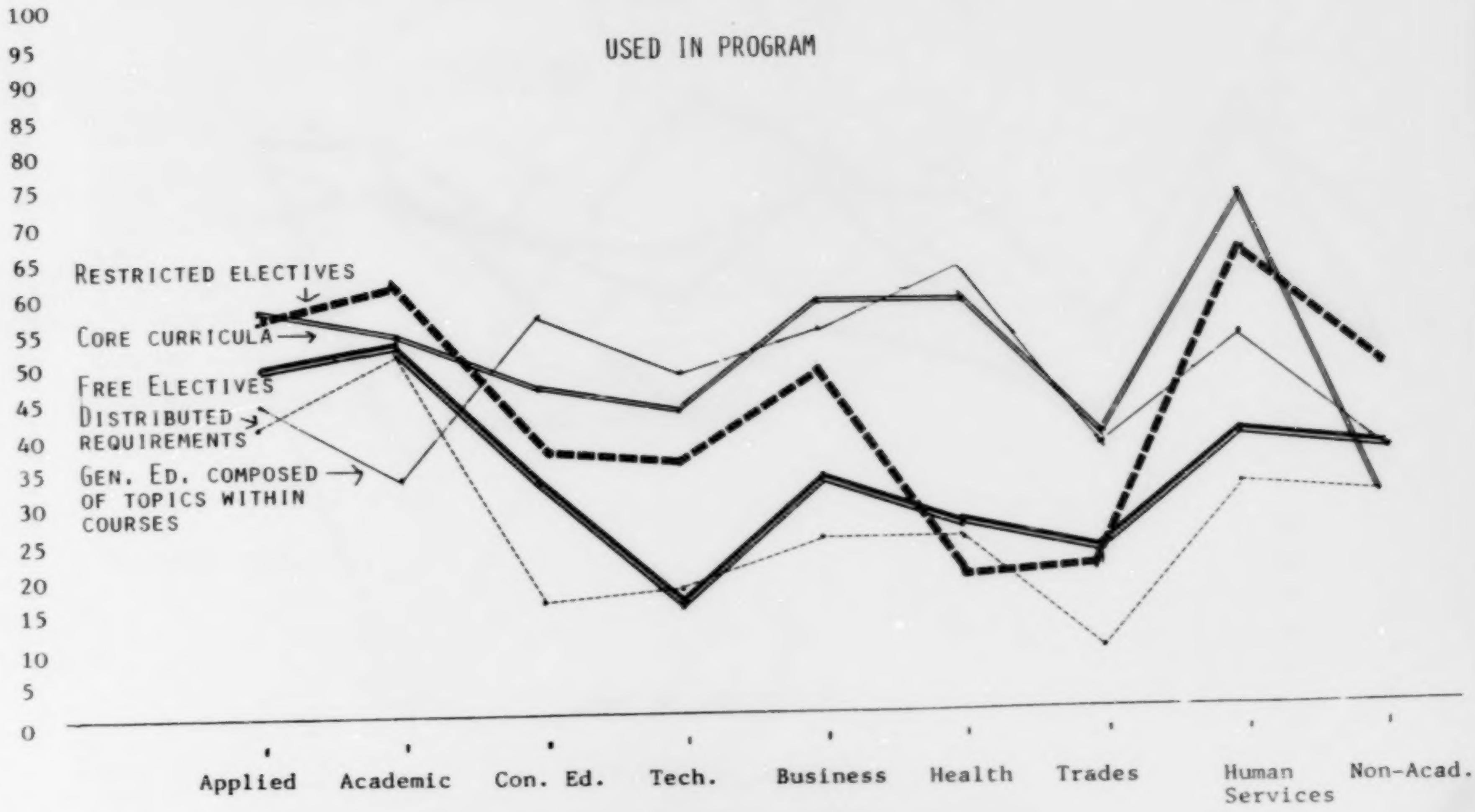
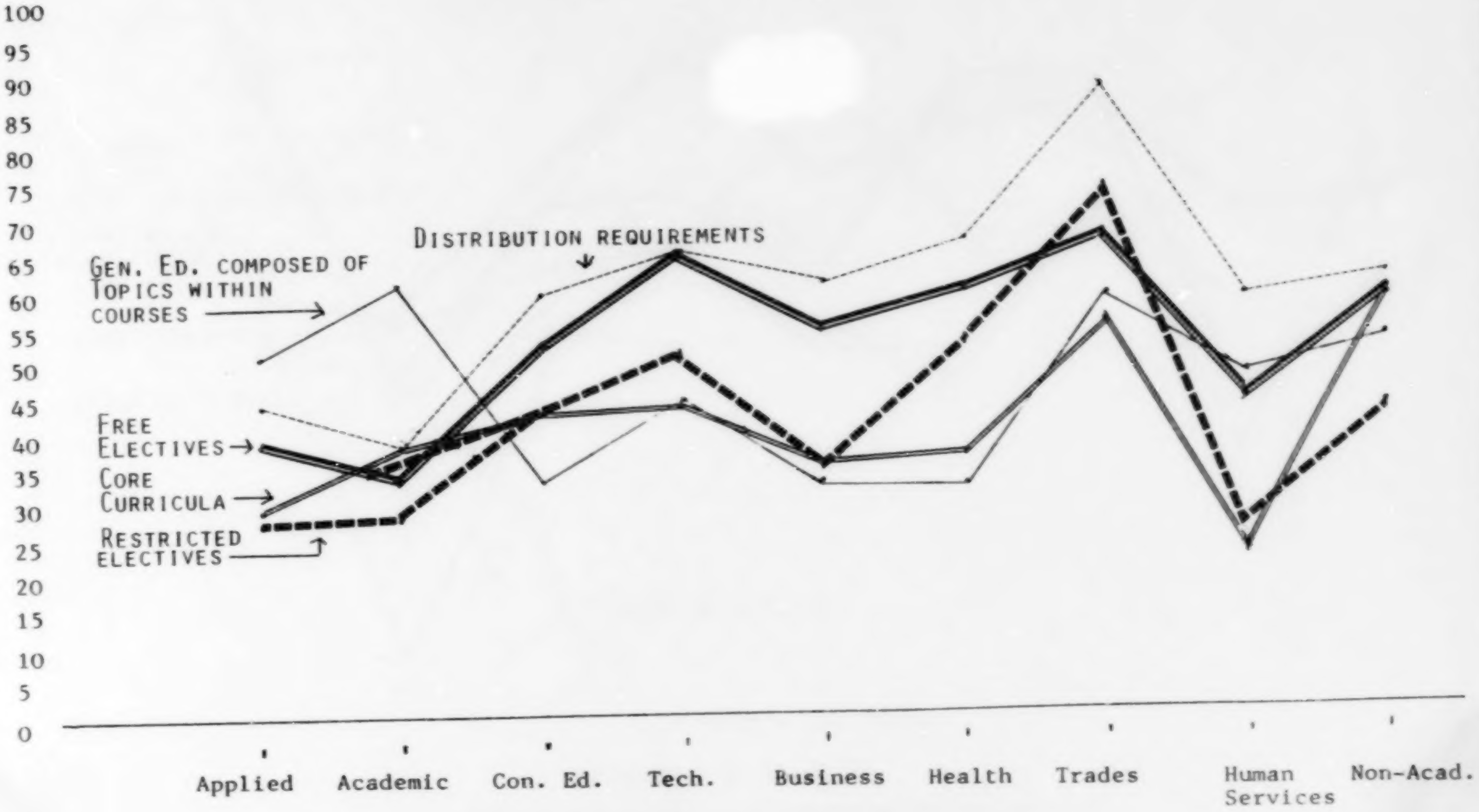


FIGURE 2.3

CURRICULAR ORGANIZATION OF GENERAL EDUCATION

BREAKDOWN BY DIVISION

"HAVE NO EXPERIENCE"



CURRICULAR ORGANIZATION OF GENERAL EDUCATION

FIGURE 2.4

"USED IN MY PROGRAM"

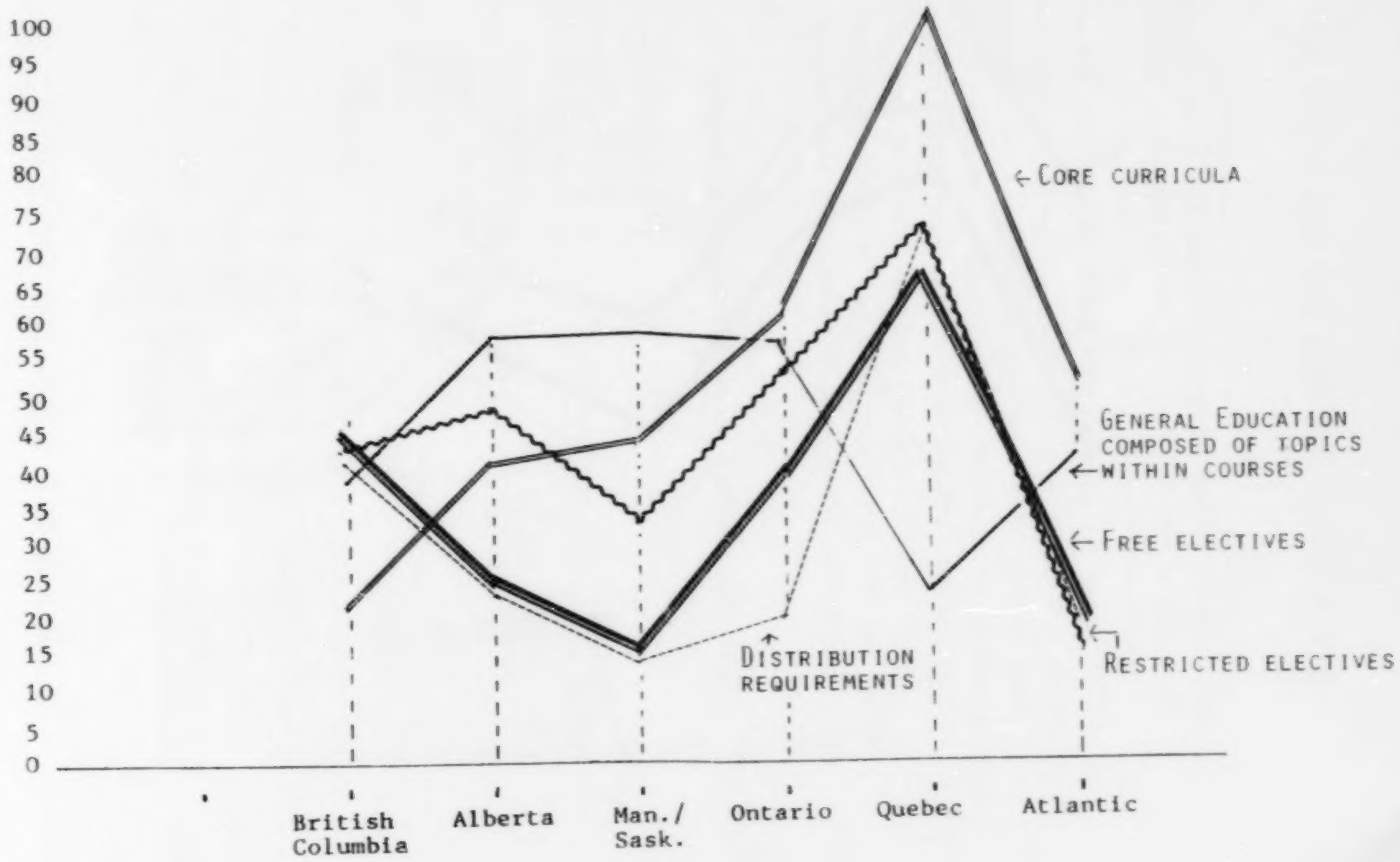
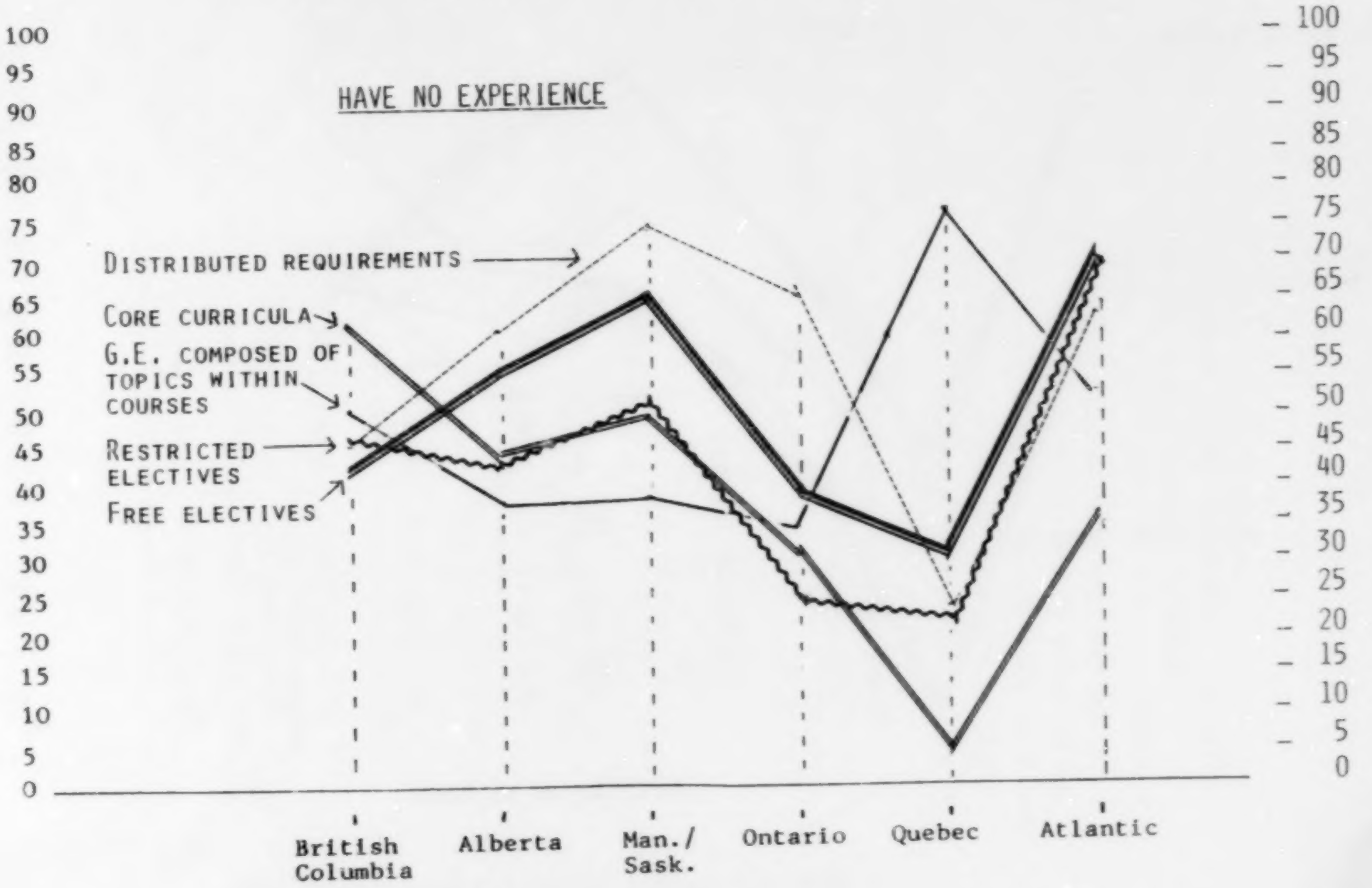


FIGURE 2.5

CURRICULAR ORGANIZATION OF GENERAL EDUCATION



COLLEGE FACULTY AND ADMINISTRATORS TEND TO APPROVE THE STYLE OF CURRICULAR ORGANIZATION IN PLACE IN THEIR PROGRAMS

If table 2.5, which shows the ratings of these styles of curricular organization, is compared with Table 2.4 which shows their frequency of occurrance, the fact that people tend to favour the style of curricular organization which is in place in their programs emerges. Core curricula of general education is the most frequently used form and is also the most highly rated. Distribution requirements and free electives are the least frequently used and also receive the lowest ratings.

TABLE 2.5
CURRICULAR ORGANIZATION OF GENERAL EDUCATION

	VERY EFFECTIVE	EFFECTIVE	NOT SURE	POOR	VERY POOR
CORE CURRICULA	41.4%	29 %	17%	6.8%	5.9%
GENERAL EDUCATION COMPOSED OF TOPICS WITHIN COURSES	26.6%	36.9%	23.6%	8.1%	4.8%
RESTRICTED ELECTIVES	17.8%	40.4%	24.1%	10.6%	7 %
FREE ELECTIVES	16.7%	27.8%	24.3%	21.1%	10.4%
DISTRIBUTION REQUIREMENTS	15.5%	27.8%	34.4%	10.9%	11.4%

INTERESTING VARIATIONS

There are, however, interesting variations to the tendancy to approve the style of curricular organization used in one's program. Restricted electives were used in 43.1% of respondents' programs, which is not much less than the 47.9% for general education composed of topics within courses (see p. 46 for definition). There is, however, a greater difference in their evaluation by respondents, who favour general education composed of topics within courses.

Breakdowns by division and by region were done for each of these styles of curricular organization, which produced statistically significant results for all except 2, restricted electives by division, and general education composed of topics within courses by region. Figures 2.6 - 2.13 show the results of these breakdowns, comparing the means of ratings 1-5.

FIGURE 2.6

EVALUATION OF CORE CURRICULA BREAKDOWN BY DIVISION

$F(8,576) = 2.95, \ p \leq .0030$

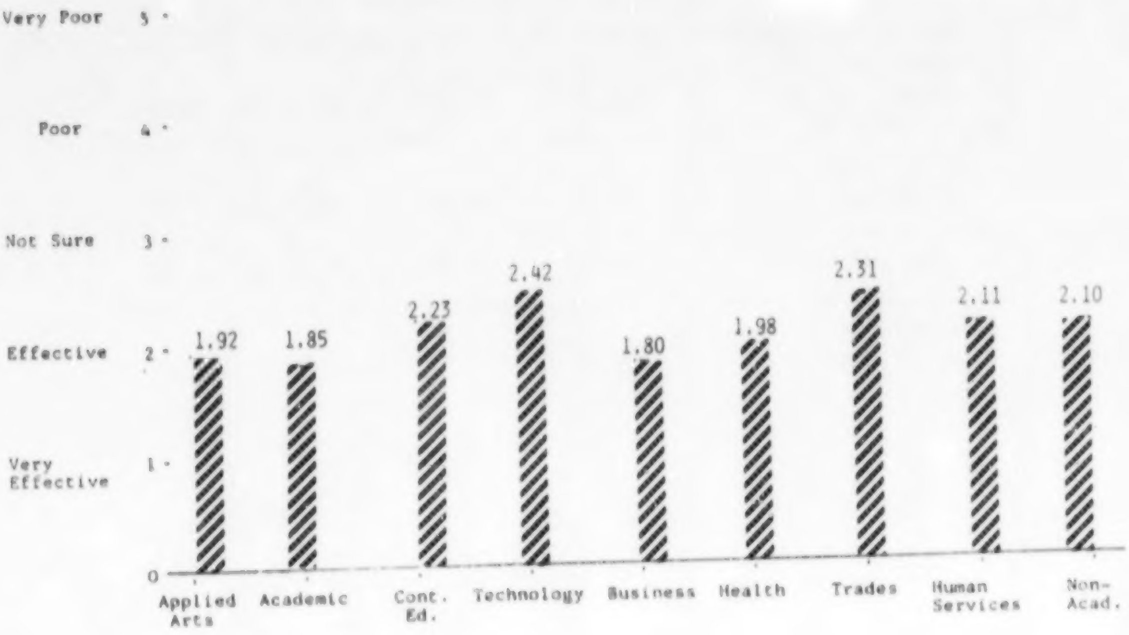


FIGURE 2.7

EVALUATION OF CORE CURRICULA, BREAKDOWN BY REGION

F(6,659) = 4.29, p ≤ 0.0003

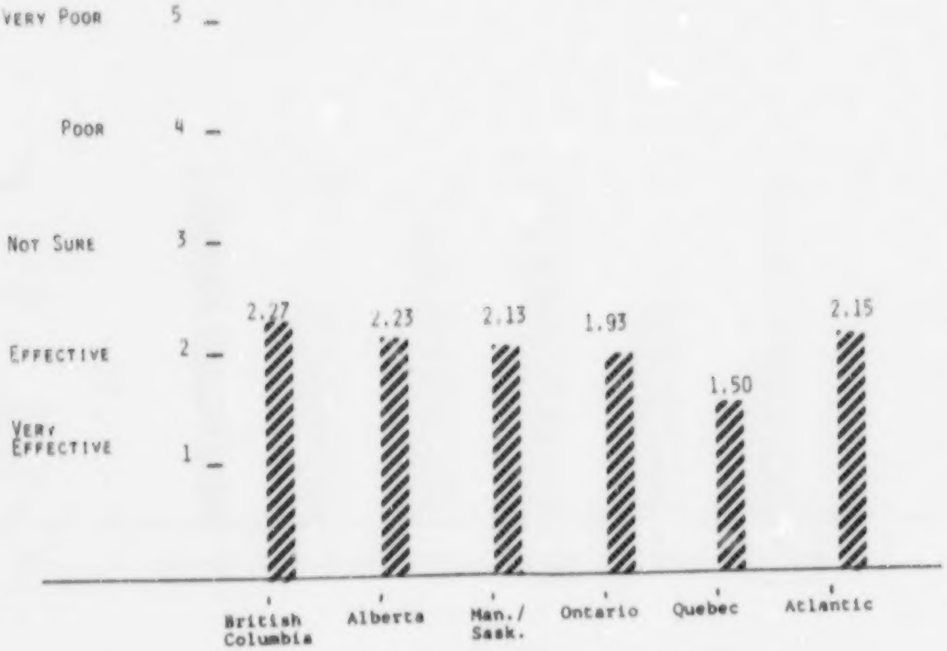


FIGURE 2.8

EVALUATION OF DISTRIBUTION REQUIREMENTS, BREAKDOWN BY DIVISION

F(8,522) = 5.02, p. ≤ .0000

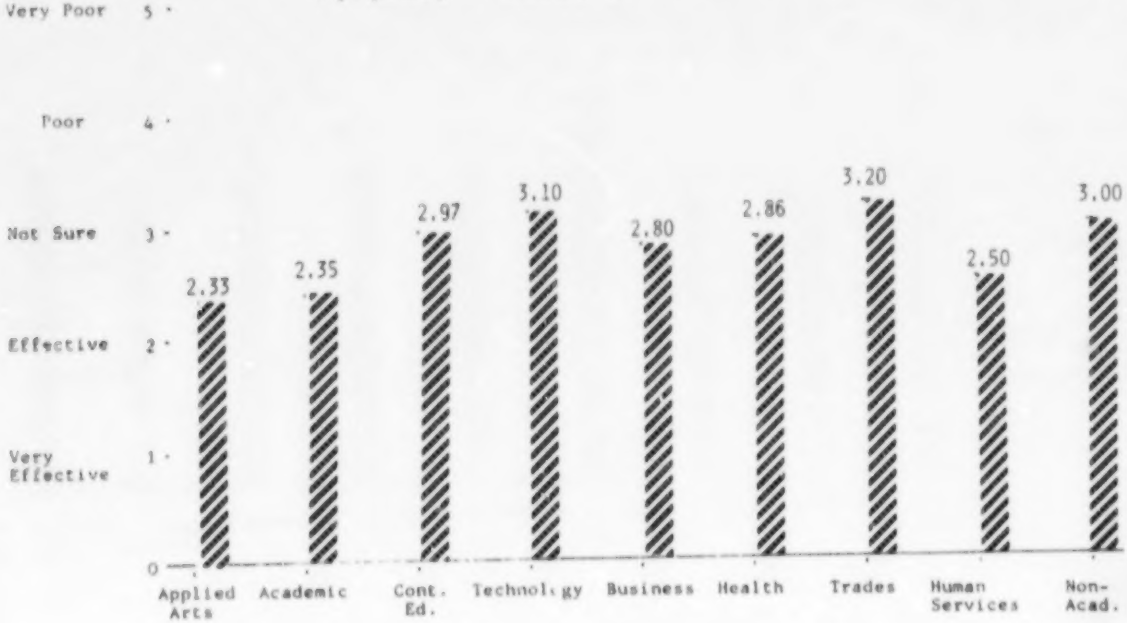


FIGURE 2.9

EVALUATION OF DISTRIBUTION REQUIREMENTS, BREAKDOWN BY REGION

F(6,598) = 6.50, p = 0.0000

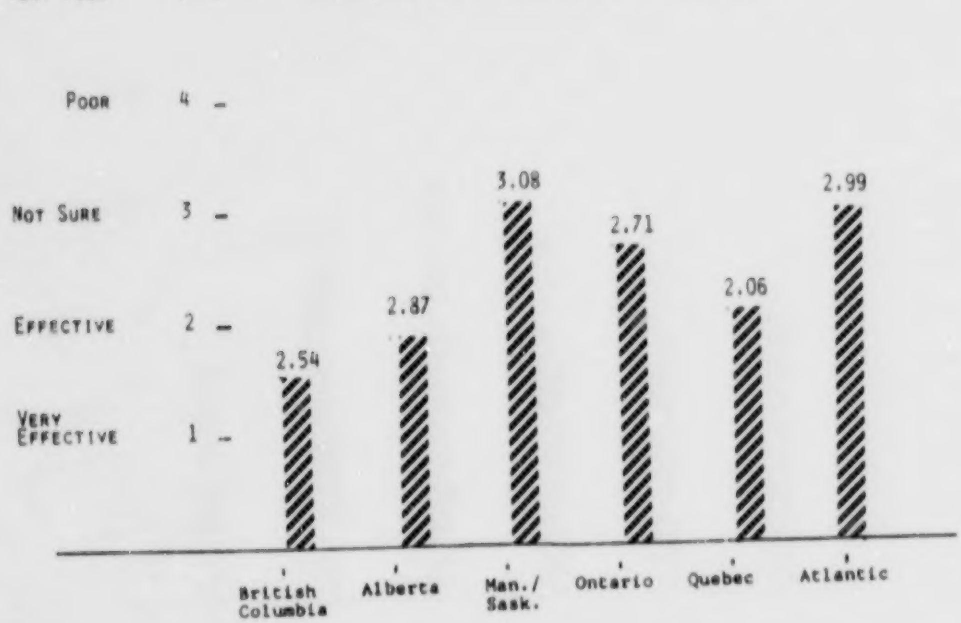


FIGURE 2.10

EVALUATION OF FREE ELECTIVES, BREAKDOWN BY DIVISION

F(8,548) = 3.77, p. ≤ .0003

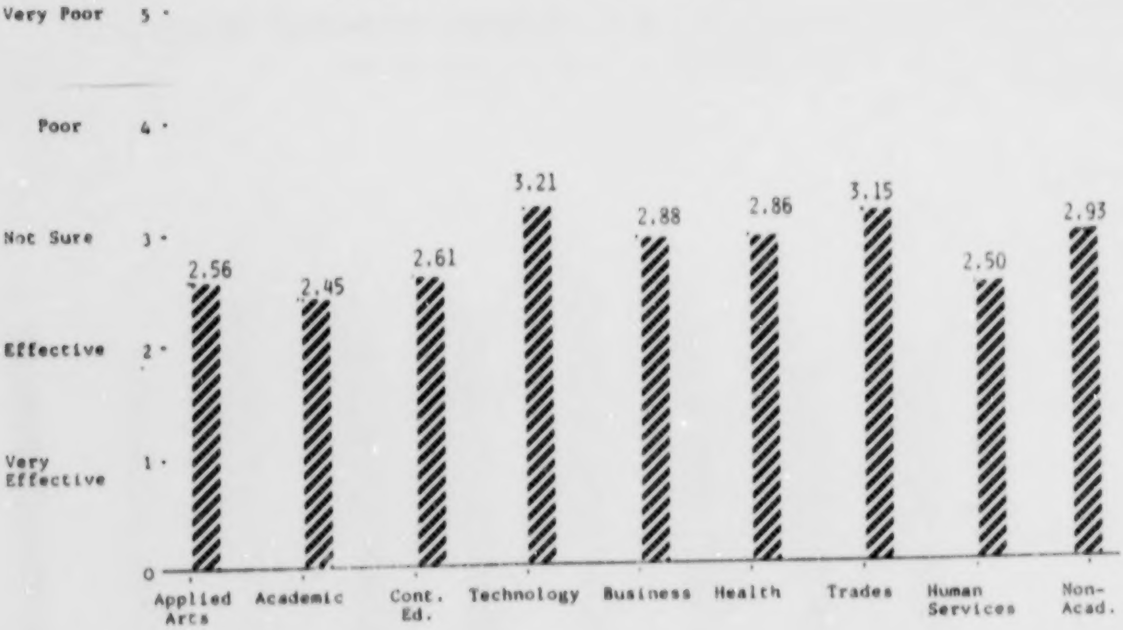


FIGURE 2.11

EVALUATION OF FREE ELECTIVES, BREAKDOWN BY REGION

$F(6,627) = 4.04,\ p \leq 0.0005$

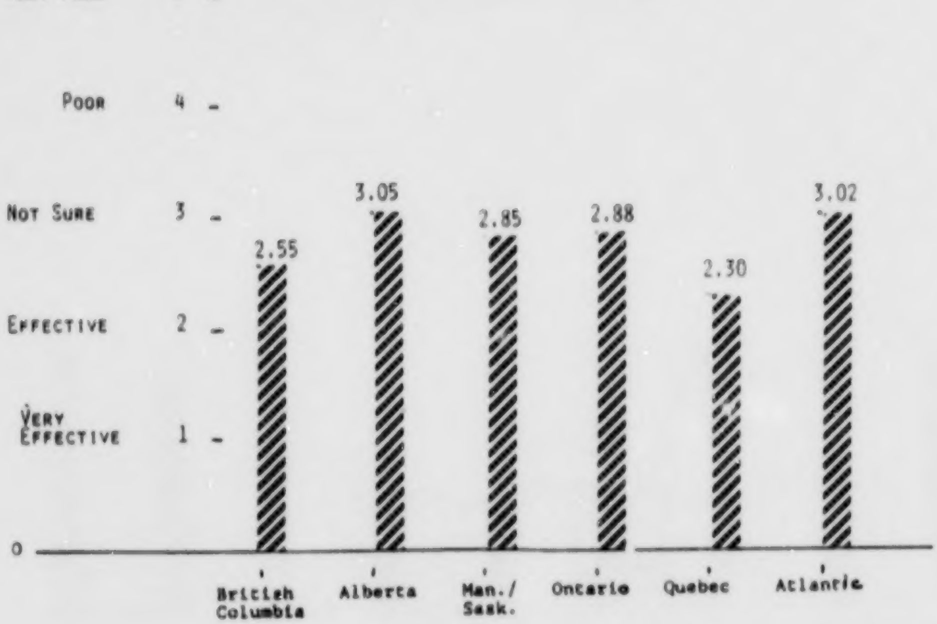


FIGURE 2.12

EVALUATION OF RESTRICTED ELECTIVES, BREAKDOWN BY REGION

$F(6,604) = 4.60,\ p. \leq .0001$

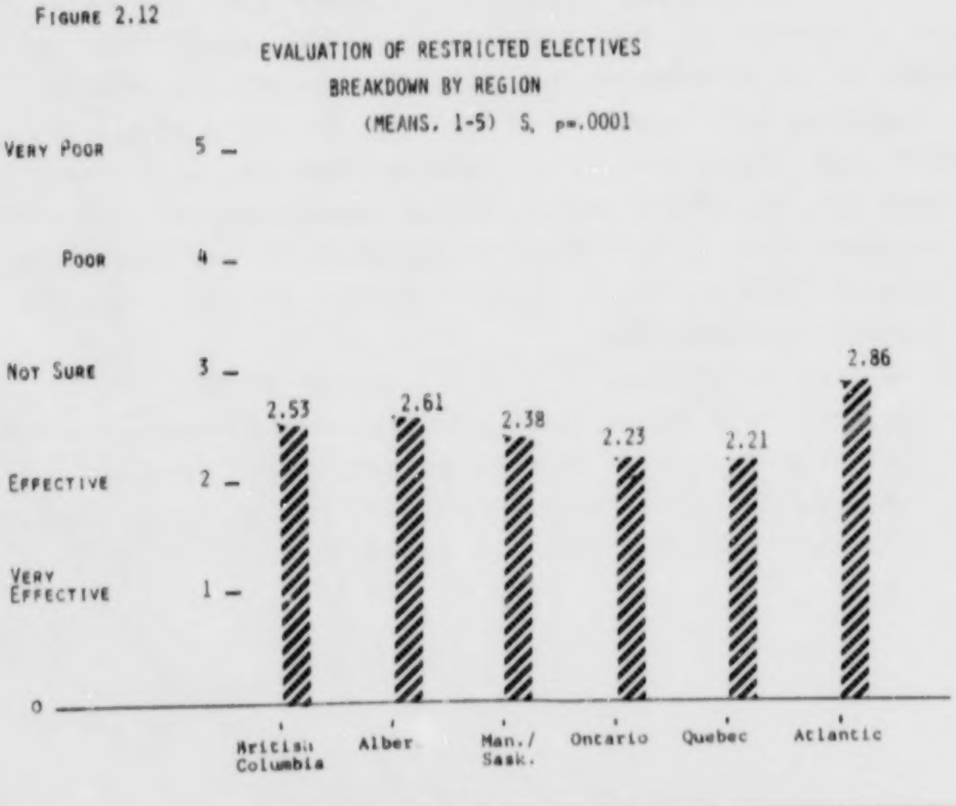
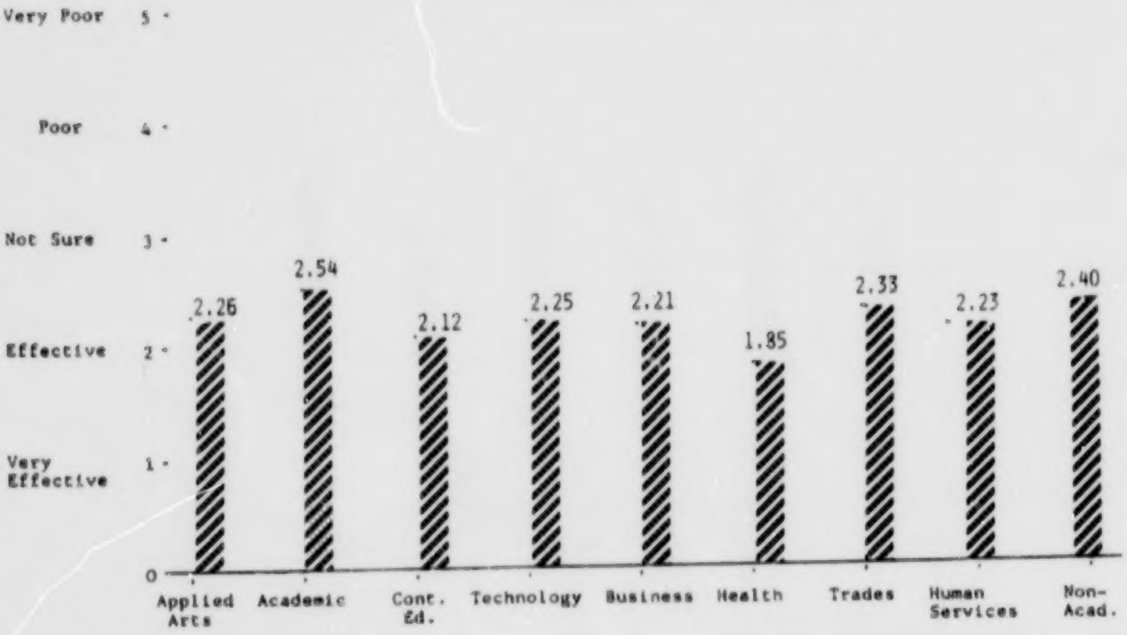


FIGURE 2.13

EVALUATION OF TOPICS WITHIN COURSES AS GENERAL EDUCATION

$F(8,546) = 2.35, p \leq 0.0169$



Curriculum organization consistently shows more variation by region than by division. The greatest variation among regions is for distribution requirements, with the not surprising results that this style is most approved in British Columbia and Quebec which have a high proportion of university transfer programs. Alberta, however, though it has a smaller proportion of university transfer programs than either British Columbia or Quebec, shows greater approval than all other regions except British Columbia for distribution requirements.

There is less difference in evaluations of styles of curricular organization among divisions than among regions. Some trends can be noted such as: Technology and Trades favour General Education composed of topics within courses; Business and Academic favour, by a smaller margin, the core curriculum.

THE INTEGRATION OF STUDENTS' EDUCATION SHOULD BE PLANNED FOR IN THE CURRICULUM

The integration of students' education is an important and controversial issue. Educational programs in the last decades have moved toward increased specialization so that they often present students with curricula consisting of many disparate parts. Does the college have any responsibility to help the student make sense of his education as a whole, fitting the various parts into some sort of coherent scheme? If so, this integration could involve exploration of such matters as (1) how a particular specialty fits into the total scope if its particular field; (2) how the general education component relates to the specialized studies in a program, and (3) how the student can continue to integrate his learning and his experience throughout life. Respondents were offered three mutually exclusive alternatives on this issue as follows:

(a) There is no plan in my program to help students integrate their education.

(b) Integration of students' education is implicit in the curriculum, which is planned so that the pieces fit together, but no effort is made to provide an opportunity for students to focus on the issue explicitly.

(c) Integration of students' education is made explicit in my program by the inclusion of an integrative seminar or other learning experience of at least a semester's duration in which students are asked to reflect on the totality of their college experience and to fit the pieces together into a coherent scheme.

Respondents were asked to respond to these three alternatives in one of four ways which are also mutually exclusive. This resulted in the 12 cells displayed in Table 2.6. An example of how one respondent could have answered the question may clarify this rather complex situation.

If a respondent's program at present makes no attempt to integrate students' education, but he thinks this should be implicitly structured in the curriculum, he would check (a) under "Done in my program", (b) "Not done but should be done" and (c) "Not done and should not be". It is to be noted that the difference between "done in my program" and "done and should be done" is that "done in my program" means this is done but I do not approve, and "done and should be done" means this is done and I think it should be done.

Thus, alternatives 1, "done in my program" and 4, "not done and should not be" indicate disapproval; and alternatives 2, "done and should be done" and 3, "not done but should be done", indicate approval.

The four choices add up to 100% horizontally on the table, and the respondent is asked to indicate the situation for each of the three alternatives (a), (b) and (c).

Table 2.6 shows that respondents favour the planned integration of students' education as opposed to leaving this task to be accomplished by students on their own. Thus, if we add categories 1 and 4, disapproval and categories 2 and 3, approval, the following results in % of respondents are obtained:

	Approve	Disapprove	Total
(a) In my program, the responsibility for the integration of their education rests with the students.	29%	71%	100%

	Approve	Disapprove	Total
(b) Integration of students' education is planned and structured in the curriculum of my program.	43%	57%	100%
(c) The curriculum of my program includes an integrative seminar or other learning experience of at least a semester's duration in which students are asked to reflect on the totality of their college experience and to fit the pieces together into a coherent scheme.	47%	53%	100%

This shows a strong disapproval (71%) of the idea of leaving students to integrate their education on their fown, (a); and mild disapproval (57%) of implicit integration of education structured in the program (b). The result for (c), the closest split between approval (47%) and disapproval (53%) is surprising because a semester length seminar costs time and money yet this was the most approved method of handling the integration of students' education. This question posed a complex, probably too complex set of choices for respondents. It seems clear nonetheless that respondents favour the integration of students' education.

TABLE 2.6

INTEGRATION OF STUDENTS' EDUCATION

	Done In My Program	Done And Should Be Done	Not Done But Should Be Done	Not Done And Should Not Be	Total
(a) In my program, the responsibility for the integration of their education rests with the students.	30%	14%	15%	41%	100%
(b) Integration of students' education is planned and structured in the curriculum of my program.	42%	29%	14%	15%	100%
(c) The curriculum of my program includes an integrative seminar or other learning experience of at least a semester's duration in which students are asked to reflect on the totality of their college experience and to fit the pieces together into a coherent scheme.	10%	9%	38%	43%	100%

Statistically significant differences among divisional groups were found for parts (a) and (c) of this issue (Table 2.6). Figure 2.14 shows the breakdown by division for "Responsibility for the integration of their education rests with students" and Figure 2.15 shows the breakdown for the inclusion of an integrative seminar. No statistically significant differences among divisions were found for "Integration of students' education planned in curriculum". The integrative seminar is most often offered in the curricula of Business, Health, and Human Services programs, while it is most desired, though not offered, in Academic programs. Technology and Trades are clearly less in favour of the integrative seminar than other divisions.

FIGURE 2.14
RESPONSIBILITY FOR INTEGRATION RESTS WITH STUDENTS

F(8,601)=6.35, P = 0.0000

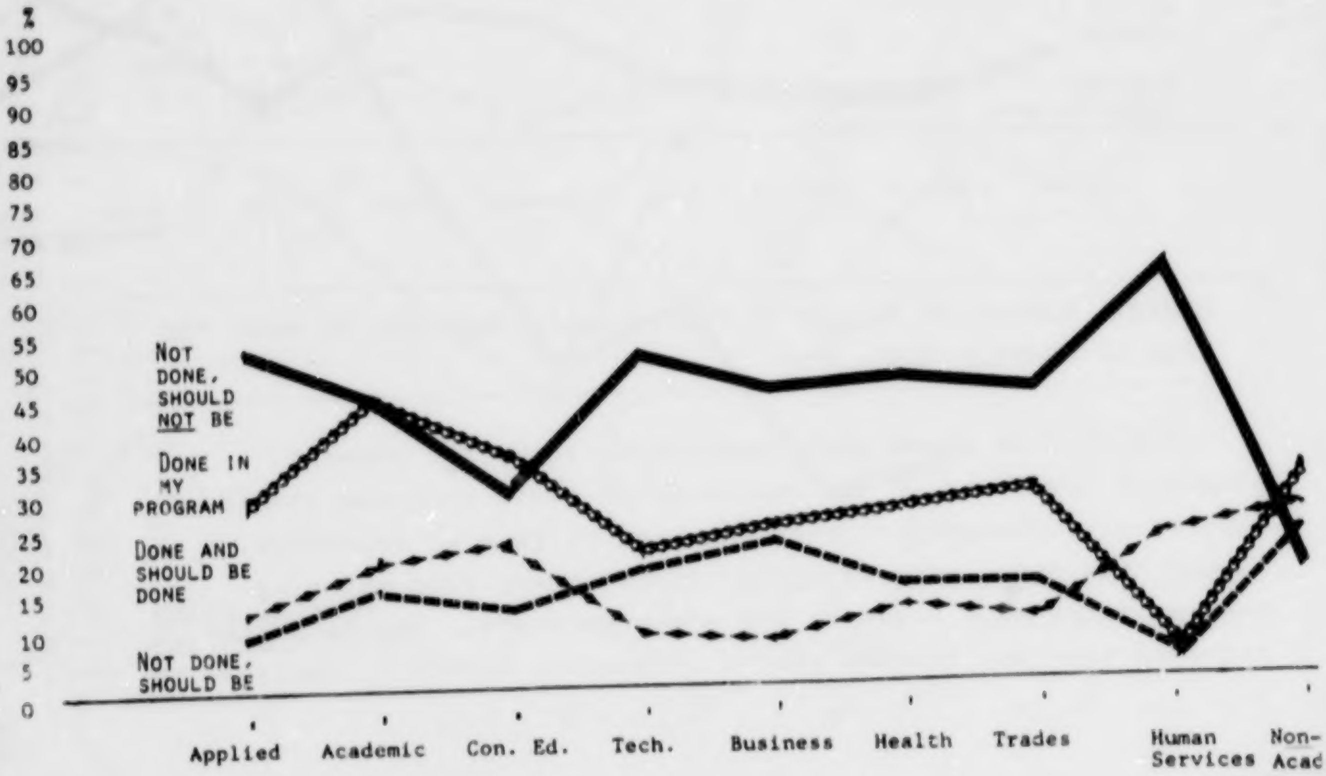
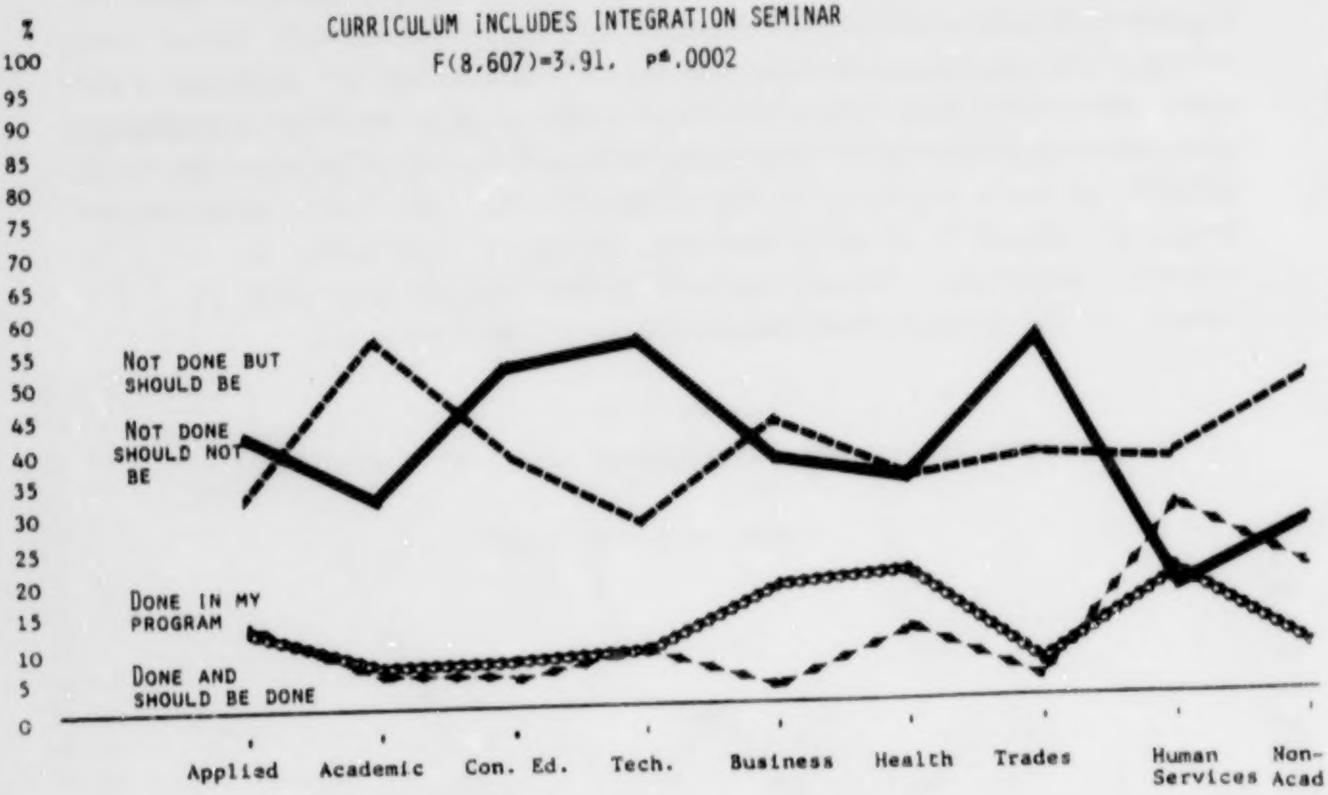


FIGURE 2.15
CURRICULUM INCLUDES INTEGRATION SEMINAR

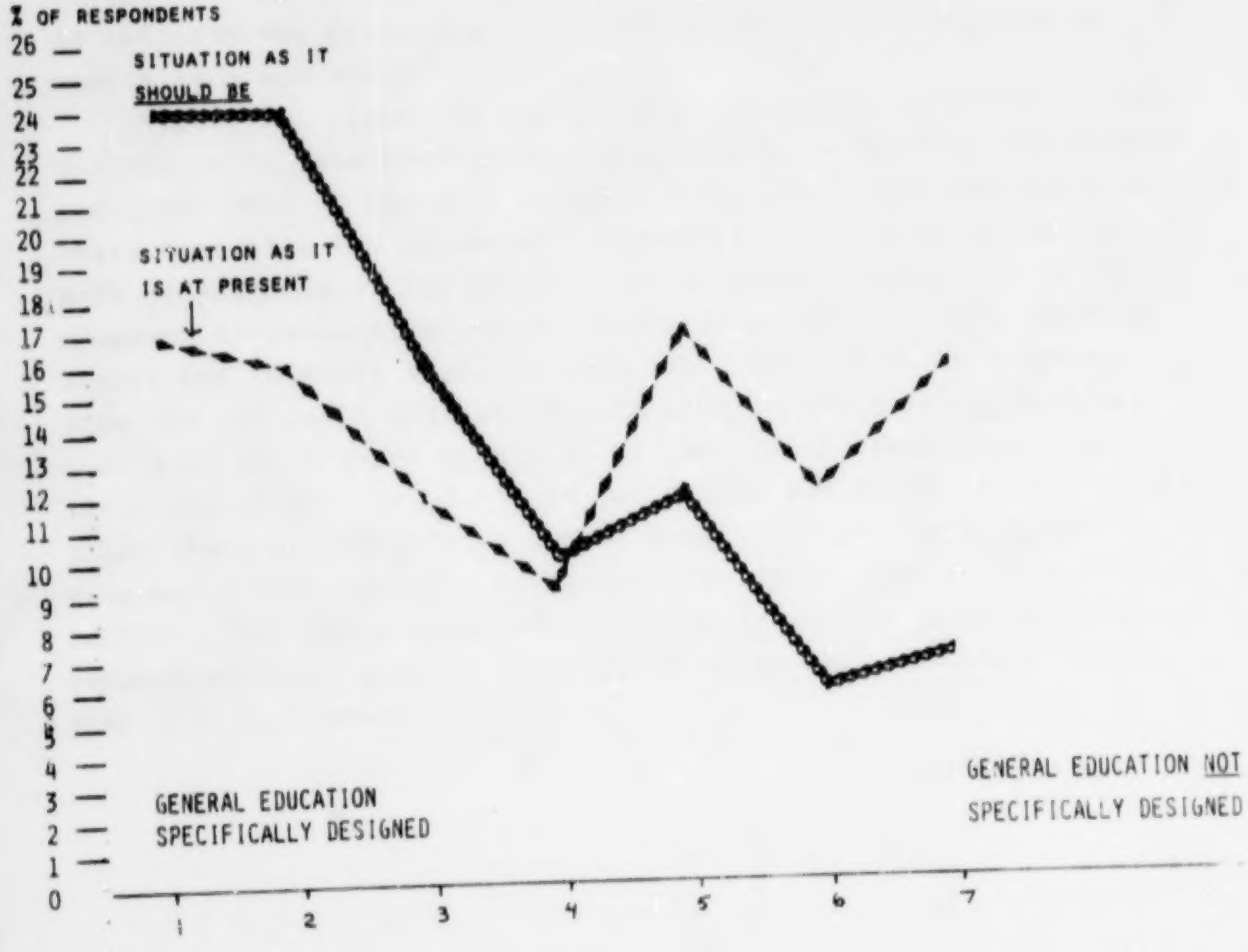


GENERAL EDUCATION SHOULD BE SPECIFICALLY DESIGNED TO MEET THE AIMS OF GENERAL EDUCATION

Figure 2.16 shows that respondents think the general education component of the curricula of their programs should be specifically designed to meet the aims of general education, rather than being made up of offerings chosen from existing courses originally designed for other purposes. The dichotomy intended here was between general education specially designed to meet the agreed on aims of general education for a program and general education made up of courses such as "Introduction to Sociology" or "Canadian Economics", which were designed for other purposes - programs in Human Services or Business, for instance. When asked to rate first the situation as it exists at present in their programs on a scale of 1 - 7 and then again to indicate what should be the case, respondents showed a clear preference for curricula specifically designed to meet agreed aims of general education.

FIGURE 2.16

DESIGN OF GENERAL EDUCATION



Chapter 3

AMOUNT OF GENERAL EDUCATION IN PROGRAMS

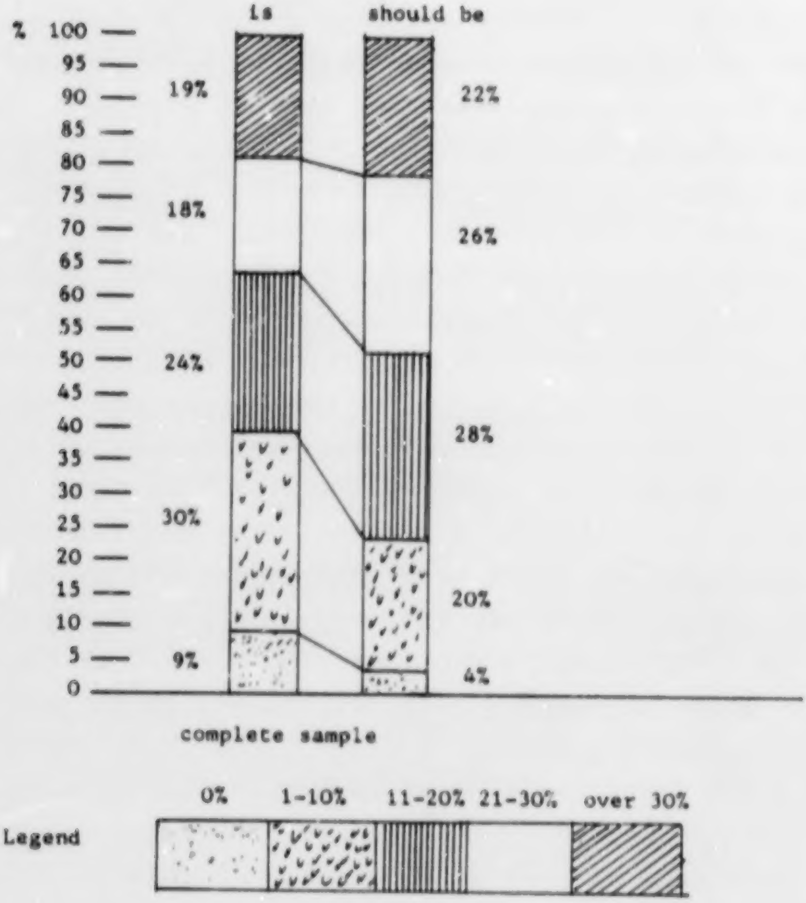
COLLEGE PERSONNEL WANT MORE GENERAL EDUCATION IN PROGRAMS

One of the more startling and consistent findings of this study is that people want a greater proportion of general education in their programs than they have at present. Question 16 asked respondents to estimate the proportion of general education as opposed to specialized education at present in their programs and then to indicate what the proportion should be. Five categories were offered: 0%, 1-10%, 11-20%, 21-30%, and over 30%, to indicate the proportion of general education as opposed to specialized education.

Figure 3.1 gives the results for the sample as a whole. The bar graphs in this section indicate what proportion of respondents indicated each of the five categories listed. Thus the bar graph which indicates the situation at present (is) demonstrates that 8.9% of respondents say there is 0% of general education in their programs at present, 30.4% say there is 1-10%, 17.7 say there is 21-30% and 18.6 say there is over 30%. This is to be compared with the bar graph indicating what respondents think should be, i.e. 3.6% think there should be 0%, 20% think there should be 1-10%, 28.2% for 11-20%, 26.5% for 21-30% and 21.7% of respondents think there should be over 30% of general education in their programs. Note that all bar graphs add up to 100% in this section. The bar graphs indicate clearly that as a whole group, respondents want greater proportions of general education than they have at present.

Figure 3.1

COMPARISONS, IN ESTIMATED PERCENTAGES OF ENTIRE PROGRAM, OF AMOUNTS OF GENERAL EDUCATION IN PROGRAMS AT PRESENT, WITH WHAT PEOPLE THINK SHOULD BE.



What is true of the sample as a whole is true also of division groups as demonstrated by Figure 3.2. Here there is a considerable variation among groups as to how much general education there is and should be. All groups, however, want more general education than they have at present.

Figure 3.2
AMOUNTS OF GENERAL EDUCATION IN PROGRAMS AT PRESENT (is) COMPARED WITH WHAT SHOULD BE (sb)

BROKEN DOWN BY DIVISION

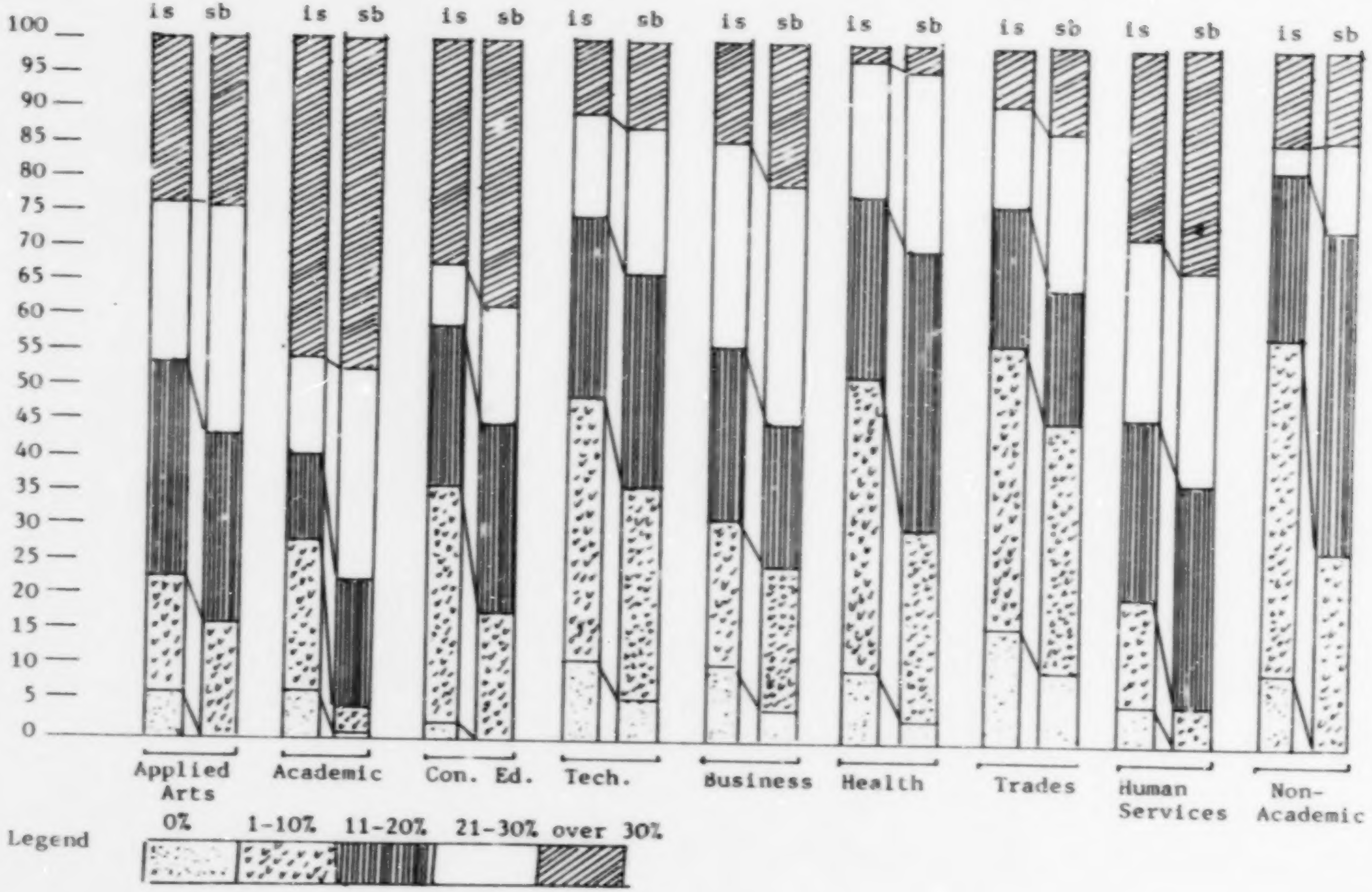


Figure 3.3

AMOUNTS OF GENERAL EDUCATION IN PROGRAMS AT PRESENT (is) COMPARED WITH WHAT SHOULD BE (sb)

BROKEN DOWN BY REGION

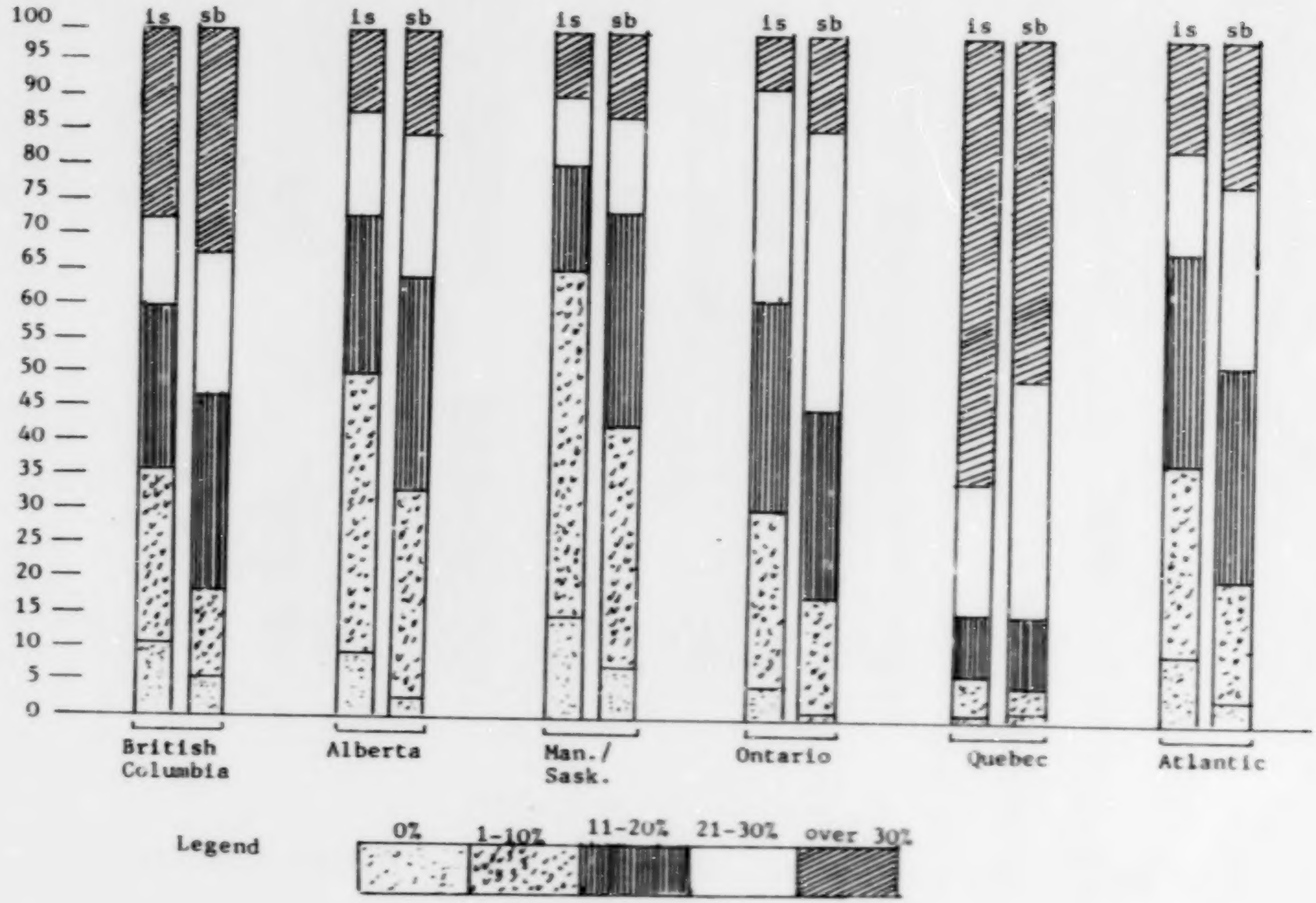
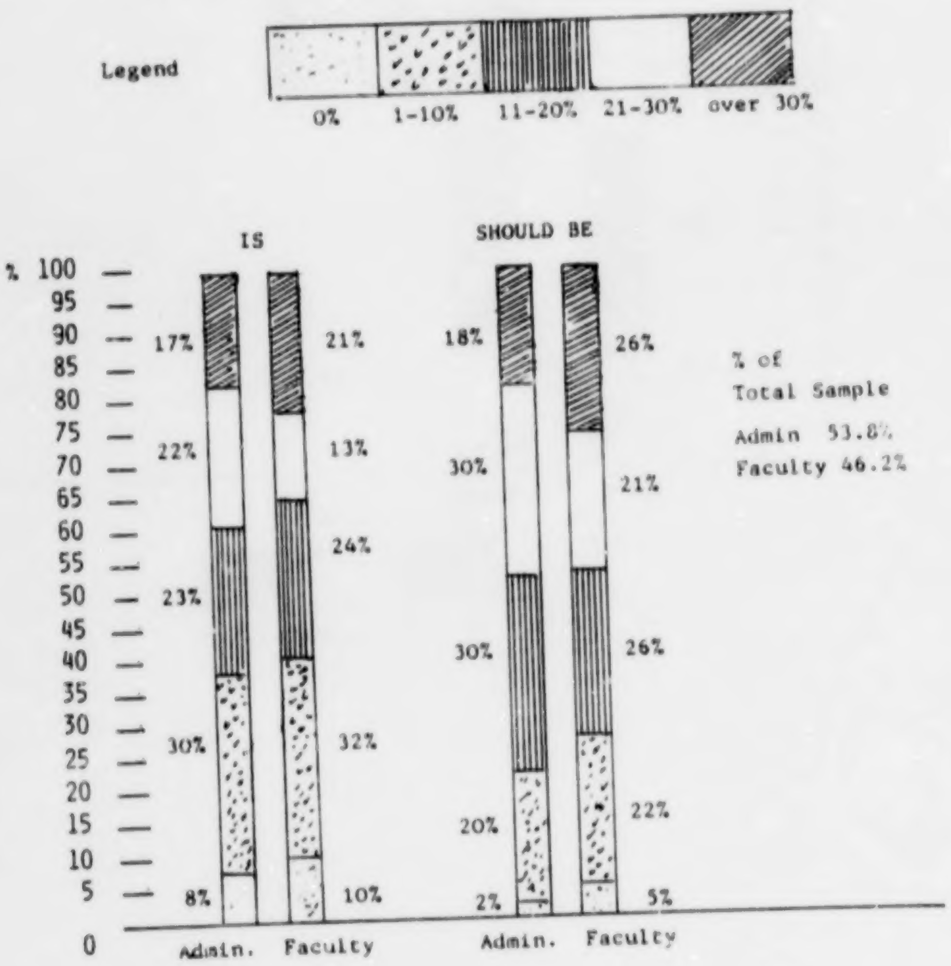


Figure 3.3 shows the breakdown by region, and gives us the one group which does not want more general education than they have, Quebec. Note, however, that respondents in Quebec report having at present higher proportions of general education than any other region. The proportion they indicate should be is also higher than any other region.

The questions about amounts of general education were crosstabulated with several other factors: position in the colleges (administrator or faculty), gender, level of education, year of birth, and the province in which the respondent received his education. Figure 3.4 shows that there is only a slight difference of opinion between administrators and faculty.

Figure 3.4

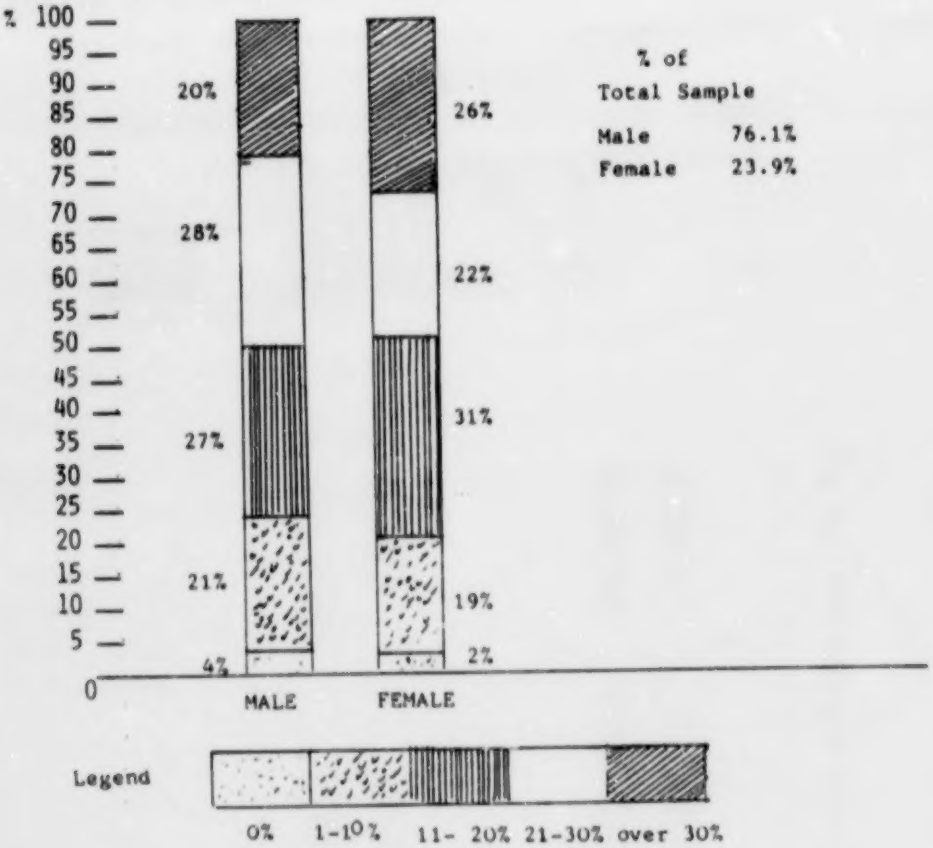
AMOUNTS OF GENERAL EDUCATION IN PROGRAMS AS PERCEIVED BY TWO GROUPS ADMINISTRATORS AND FACULTY



There is also no significant difference between the opinions of male and female respondents as shown by Figure 3.5. There was no significant difference of opinions about general education among age groups.

Figure 3.5

CROSSTABULATION BY GENDER OF OPINIONS ABOUT AMOUNT OF GENERAL EDUCATION THERE SHOULD BE IN PROGRAMS



THE HIGHER THE RESPONDENT'S LEVEL OF EDUCATION THE MORE GENERAL EDUCATION HE THINKS THERE SHOULD BE

Statistically significant differences were found between groups when opinions about how much general education there should be in programs was related to the level of education of the respondent. Levels of education were defined as follows: Group 1, some high school, completed high school, completed apprenticeship, technical training beyond high school, and some community college or institute; Group 2, completed community college or institute; Group 3, some university; Group 4, university degree, and some post-graduate work; Group 5, Master of Arts; Group 6, PhD; Group 7, Master of Business Administration; Group 8, Master of Education; and Group 9, Master of Science. The TUKEY-HSO procedure, multiple range test, was used to find which groups were significantly different from others at the $P < .05$ level. Figures 3.6 and 3.7 show the groups that were found to have these differences. Figure 3.6 shows that respondents with the M.A. degree thought there should be more general education in programs than did members of five other groups, group 1 (some high school, completed high school, apprenticeship, technical training beyond high school, and some community college), community college graduates, some university, university degree, and Master of Science. With the exception of the Master of Science degree, all those groups represent levels of education lower than tht M.A.

Similarly Figure 3.7 shows that respondents with the Ph.D. degree want more general education than those with a first university degree, some university, or the levels of education in group 1. The difference here is also statistically significant at the $p < .05$ level. Finally, those holding the M.Ed. degree want more than those with some university ($p < .05$). This finding is intriguing and merits further exploration.

Figure 3.6

CROSSTABULATIONS BY LEVEL OF EDUCATION OF OPINIONS ABOUT AMOUNT OF GENERAL EDUCATION THERE

SHOULD BE IN PROGRAMS

$p < .05$

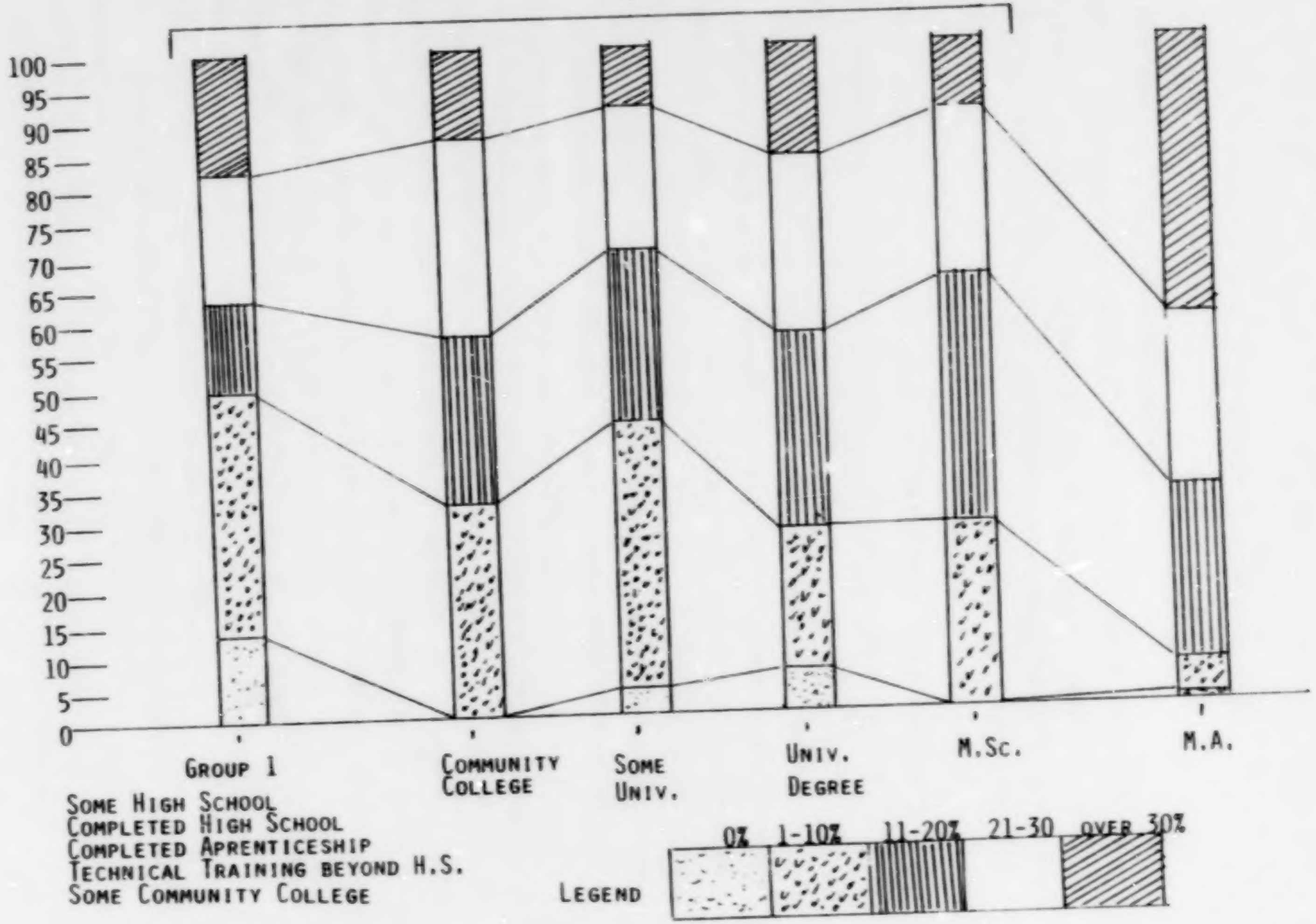
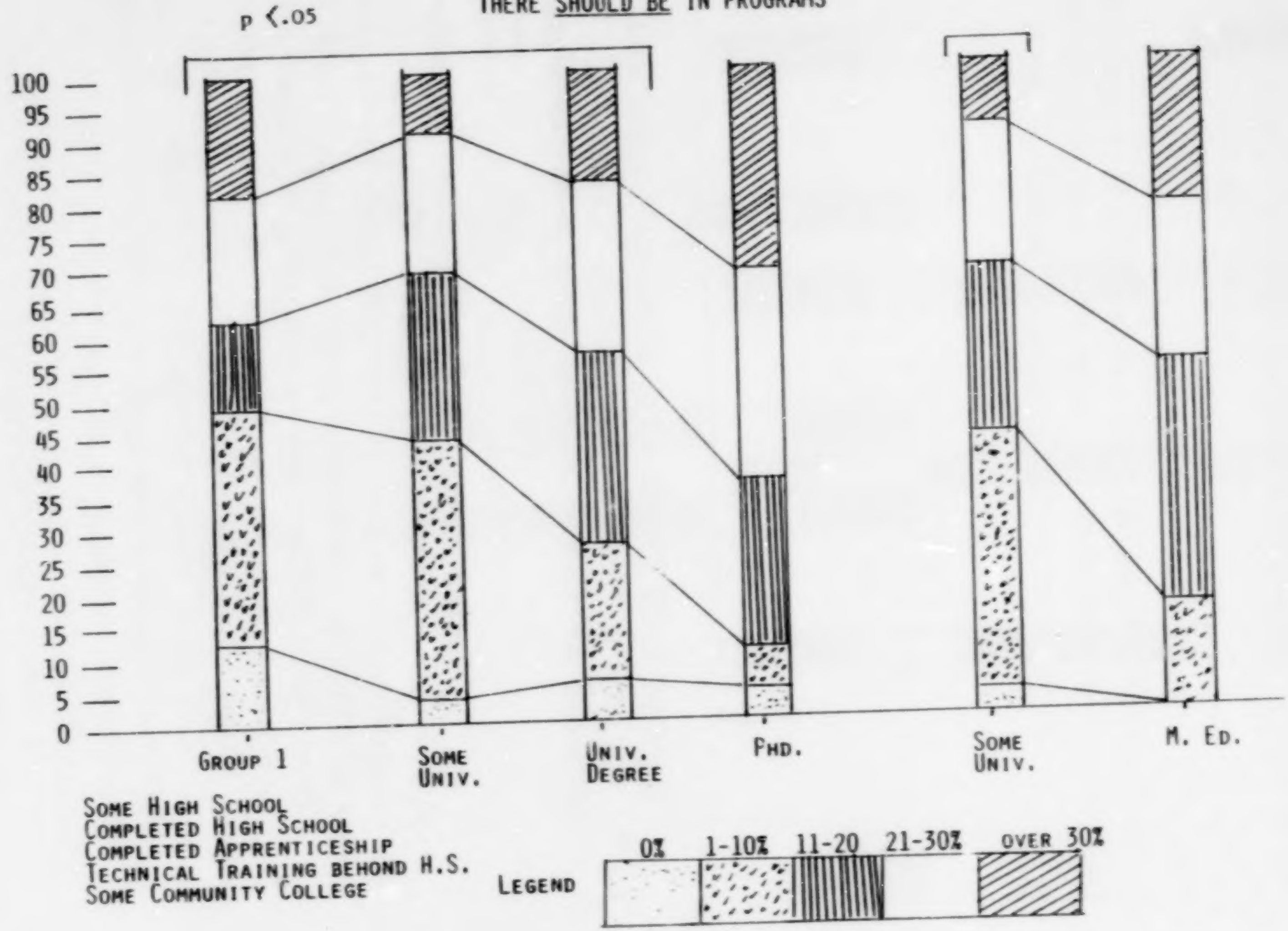


Figure 3.7

CROSSTABULATIONS BY LEVEL OF EDUCATION OF OPINIONS ABOUT AMOUNT OF GENERAL EDUCATION

THERE SHOULD BE IN PROGRAMS



RELATIONSHIP BETWEEN WHERE RESPONDENT WAS EDUCATED AND HIS/HER OPINION ABOUT AMOUNTS OF GENERAL EDUCATION

The final crosstabulations on this question concern where respondents were educated. The TUKEY-HSO procedure, multiple range test, was again used to find the groups which were significantly different from others at the $p < .01$ level. Figure 3.8 shows that respondents who received their primary and secondary education in Newfoundland and Labrador think there should be significantly more general education in programs than people who received their education in Manitoba, Saskatchewan, and Alberta. Statistically significant differences were not found between any other regional groups for this question.

Figure 3.8

CROSSTABULATIONS BY WHERE RECEIVED PRIMARY AND SECONDARY EDUCATION, NEWFOUNDLAND COMPARED WITH PRAIRIES, OF OPINIONS ABOUT AMOUNT OF GENERAL EDUCATION THERE SHOULD BE IN PROGRAMS

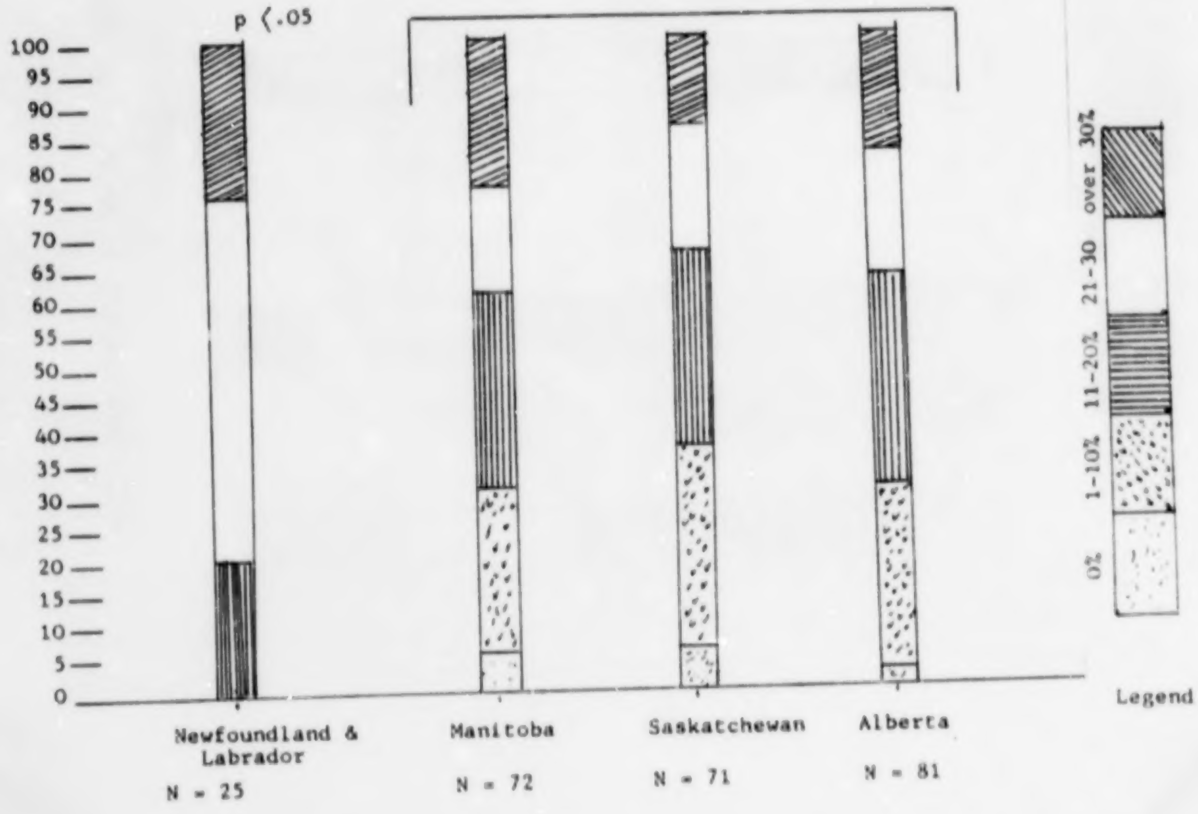


Figure 3.9 shows that people who received their post-secondary education in Quebec want significantly more general education than people in Manitoba and Alberta.

Figure 3.9

CROSSTABULATION BY WHERE RECEIVED POST-SECONDARY EDUCATION, QUEBEC COMPARED WITH MANITOBA AND ALBERTA, OF OPINIONS ABOUT AMOUNT OF GENERAL EDUCATION THERE SHOULD BE IN PROGRAMS

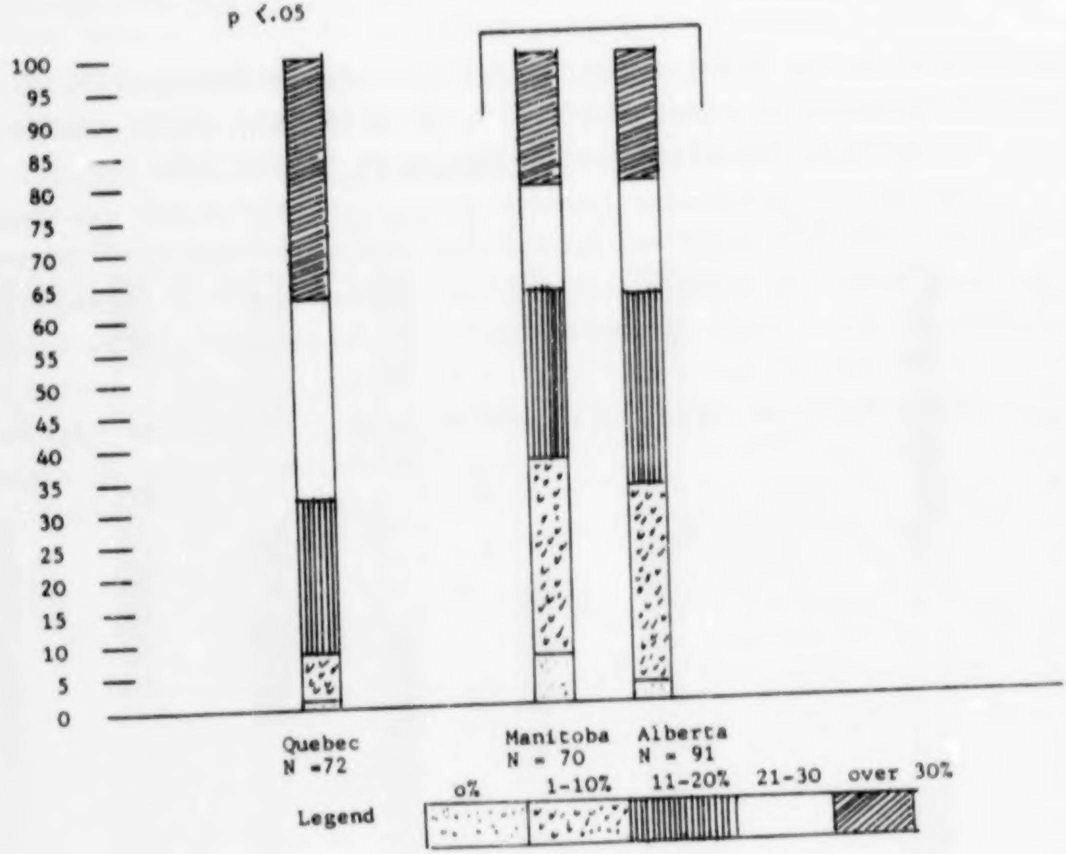
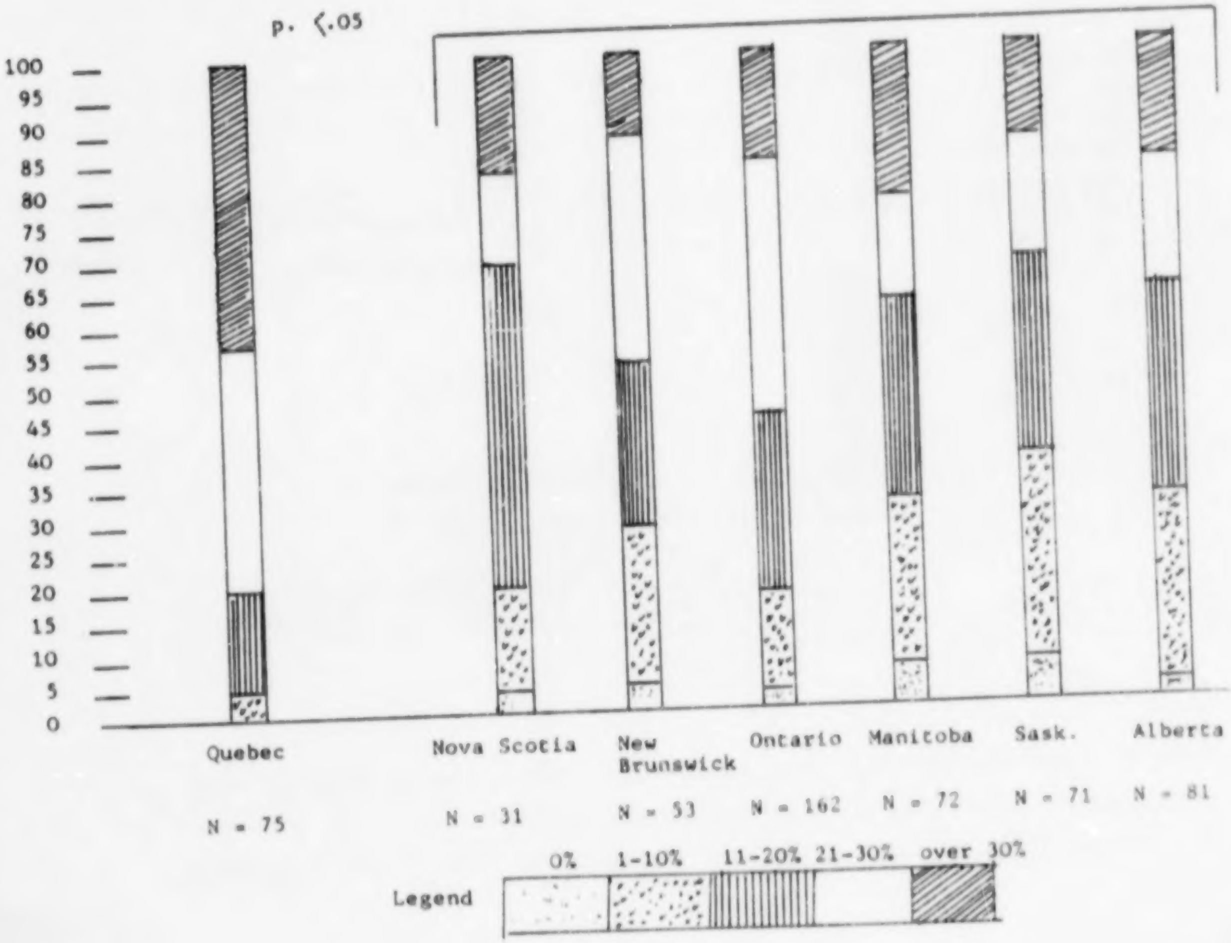


Figure 3.10 shows that people who received their primary and secondary education in Quebec want signficantly more general education than people educated in Nova Scotia, New Brunswick,

Ontario, Manitoba, Saskatchewan or Alberta. One should be wary of attributing a causal effect to this correlation. It could be that education in Quebec predisposes one to favour general education; on the other hand it may be that the majority of those educated in Quebec are still in that province and, given the fact that Quebecers have and want higher proportions of general education than anywhere else in the country, Quebecers are merely indicating that they favour what they have. It is, nonetheless, an interesting statistic.

Figure 3.10

CROSSTABULATION BY WHERE RECEIVED PRIMARY AND SECONDARY EDUCATION, QUEBEC COMPARED WITH OTHER PROVINCES, OF OPINIONS, ABOUT AMOUNT OF GENERAL EDUCATION THERE SHOULD BE IN PROGRAMS



To recapitulate, then, respondents as a whole, or in divisional or regional groups (with the single exception of Quebec) want more general education than they have at present. Respondents' opinions about how much general education they think should be in programs is not affected by their position at the colleges (administrator, faculty), their genders, or their ages. It is, however, affected by their levels of education and the locality where they received their education.

REASONS FOR TOO LITTLE GENERAL EDUCATION IN PROGRAM

In view of the fact that, with one exception, all groups want more general education than they have, it is perhaps surprising that only a third or slightly fewer of the respondents volunteered reasons why there was too little general education in college programs. The reasons cited are listed in Table 3.1 and 3.2. The most frequently cited reason is that the demands of vocational or academic major courses are so time consuming that there is little time left for general education. This is echoed by the most frequently written in answer to the same question, "budgetary emphasis on career training".

TABLE 3.1

REASONS FOR AMOUNT OF GENERAL EDUCATION

Why is there too little general education in your program? (Please rate the reasons below.)

	No Answer	Answer		
		Very Important	Fairly Important	Not Important
A) The demands of vocational or academic major courses are so time consuming that there is little time left for general education	67%	76%	21%	3%
B) College Administrators do not give high priority to general education	70%	36.5%	36.5%	27%
C) Faculty oppose general education	71%	12%	42%	46%
D) Some faculty discourage students from taking optional general education	73%	15%	25%	60%
E) Students do not choose optional general education	73%	23%	39%	38%
F) Policy and curricula for general education not yet formulated	72%	43%	29%	28%

Note that the three percentages under Answer have been adjusted to sum to 100%. Thus for A above 67% did not answer and 33% answered. Of these 33%, 76% said very important, 21% fairly important and 3% not important.

TABLE 3.2

Other Reasons Cited As Reasons For Too Little General Eucation.

	Absolute Frequencies
Budgetary emphasis on career training	10
Provincial government does not place high priority on general education	7
Lack of skills in designing curricula to achieve general education objectives	3
Technological changes	1
Desire for complete power over total curriculum by some vocational areas	1
Lack of sympathy for goals of general education	1
Lack of an integrated approach	1
Hysteria re job market - backlash against imaginative and critical skills	1

VERY FEW OFFER REASONS FOR TOO HIGH GENERAL EDUCATION

The striking feature of the results shown on Table 3.3, reasons for too much general education, is that only about 3% of respondents answered this question, which indicates that very few hold this opinion. There were no "other reasons" written in by respondents for this question.

TABLE 3.3

REASONS FOR AMOUNT OF GENERAL EDUCATION

Why is there too much general education in your program?
(Please rate the reasons given below.)

	No Answer	Answer		
		Very Important	Fairly Important	Not Important
A) Administrators set too high a priority on general education	96.7%	11%	35%	54%
B) Faculty set too high a priority on general education	97%	17%	33%	50%
C) Government regulations require too much general education	96.6%	37%	22%	40%
D) Students choose too much optional general education	97.1%	22%	13%	65%
E) College policy requires too much general education	96.9%	36%	28%	36%

Note the percentages here are to be read as in TABLE 3.1.

AMOUNT OF GENERAL EDUCATION HAS CHANGED IN 26% OF PROGRAMS IN PAST TWO YEARS

When asked if the amount of general education in their programs had changed significantly in the past two years, respondents answered as follows:

increased	10%
decreased	16%
stayed the same	74%

Respondents were asked to explain the reasons for the increase or decrease. The written in answers to these questions are given in Table 3.4 (increase) and Table 3.5 (decrease). The few responses given are shown in absolute frequencies.

STATUS QUO OF GENERAL EDUCATION MAINTAINED UNDER DURESS IN 14.4% OF CASES

As we have seen the amount of general education stayed the same in about 74% of cases. Respondents were asked if this situation was maintained without difficulty, or if status quo was maintained under duress, despite opposition. The results were as follows:

status quo maintained without difficulty	85.6%
status quo maintained under duress, despite opposition	14.4%

Those who answered that the status quo was maintained under duress, despite opposition (14.4%) were asked to write explanations about the nature of the difficulty and what was done to maintain the status quo. Table 3.6 and Table 3.6 (B) list the reasons given. Again the most frequent cause of change cited (which in this case was resisted) was desire to include more skills training at the expense of general education, followed closely by budget constraints.

TABLE 3.4

Reasons cited for increase of general educaiton in programs.

	Absolute Frequencies.
Need for courses dealing with specific skills (eg. communications)	16
Faculty have added general education to programs	11
College policy	4
Students needed a broader background on which to build the concepts of their field	4
Commitment of college administration that more general educaiton was needed	3
"Coring" of general education curricula across various programs	3
Student interest in general education increasing	3
Total program hours have been reduced by college but general education required to remain unchanged	3
Addition of four complementary courses	3
Ministry policy	1
Women's access activities	1
Need for community activities	1
Needed as pre-requisite for university transfer program	1
Moved to different mode of delivery (centre for independent study which largely disseminates general education)	1
Addition of second year	1

TABLE 3.5

Reasons cited for decrease of general educaiton in programs.

	Absolute Frequencies.
Budget constraints	22
High demand for skill training	19
Number of hours per subject reduced	18
Administration shift to career preparation	7
Some courses deleted from curriculum	7
Reduction of number of class hours per week forced removal of general education elective to maintain specialized training	6
Hours cut in total program length, so programs took time from "service" of general education courses	5
Some subjects made optional rather than compulsory	4
Cutback in faculty concentrated in general education areas	2
Proportion of general education in program decreased because total program hours increased with no increase in general education	1
Improved curriculum effectiveness	1
Entrance requirements changed to require more high school credits	1
The Parti-Quebecois government spends public money to propogate its ideology, rather than maintain the quality of education	1

TABLE 3.6

In cases where amount of general education stayed the same, but status quo was maintained under duress, the following explanations of the nature of the difficulty, and what was done to maintain the status quo were offered.

	Absolute Frequencies.
Desire to include more skills training at expense of general education resisted by president or senior administration	11
Budget constraints	10
To reduce costs, pressure was placed to reduce 30% proportion of general education and increase proportion of specialist courses. This was rejected by senior management and others.	8
Students dislike general education; faculty think it is necessary	5
Pressure from ministry to increase job preparation and reduce general education	3
Politics and lobbying of faculty	2
Administrative control by another division which reduces flexibility	2
Changing staff requires considerable training	2
Some opposition to general education, but so far ineffective - perhaps government will introduce modifications in near future (Quebec)	2
Students complain of poor quality of general education courses	1

TABLE 3.6 (B)

	Absolute Frequencies.
Workload of students heavy with general education courses; administration wish to decrease workload	1
Suggestion made that program faculty teach communication skills, transforming them into specialized education. Resisted by chairman.	1
College policy currently under review, expected to recommend increase in general education	1
Attempt presently afoot to establish a degree program which will be very largely only general education	1
Lack of interest by administrators	1
Pressure to replace electives with support courses - eg. replace free choice with specified course such as psychology	1
Mission statements - stance by college	1
Little interest in general education	1
What little general education existed main programs, i.e. English was removed and replaced with communications designed for the workplace	1
Some effort has been made by faculty to introduce a general education program. No progress has been made at present. Dean of Inst. has no imagination - is not an administrator	1
Some outside institutions pressure, however, college maintained support	1

TABLE 3.6 (C)

	Absolute Frequencies.
Pressure from employers to increase graduate nurse clinical skills in exchange for general education courses	1
Impossibility of adding necessary staff	1
An attempt was made to make some of courses in general education more relevant and meaningful to our students	1
There has been in the past two years pressure to reduce the number of program hours. Approximately six years ago general education course hours were cut by 25%; however, at that time program career hours were not cut. The status quo was maintained based on the fact that course hours had been cut previously.	1
Pressure from the union to avoid the establishment of short programs	1

KINDS OF GENERAL EDUCATION IN PROGRAMS

Respondents were asked to name and to rate the general education in their programs according to broad subject areas as follows:

Communications (reading, writing, speaking, grammar, etc.)
Social Sciences (sociology, psychology, economics, etc.)
Humanities (literature, philosophy, history, etc.)
Science (physics, chemistry, geology, biology, etc.)
Physical Education (fitness, sports, swimming)
Mathematics (algegra, functions, calculus, computer literacy)
Religion (Christian doctrine, great religions of the world)
Fine Arts (painting, sculpture, dance, music, history of art)
Languages (French, English, Spanish, etc., when not mother tongue)
Canadian Studies Courses (Canadian literature, politics)
Canadian Studies Modules within Courses (eg. Canadian economics in a general economics course)

Respondents were asked to list the general education courses in their programs under the named subject headings, and then to rate the courses listed as one of "very effective", "fairly effective", "poor" or "very poor". Respondents were cautioned not to confuse general education and career education when rating courses here, as obviously a course in any of the subject areas could be considered career education in one program and general education in another. The example given in the questionnaire was that of a psychology course, eg. child development, which could be specialized career education in an Early Childhood Education program, and general education in a Data Processing program.

Because of the wide variety of course names and descriptions in colleges across the country, evaluations of these courses had to be grouped in the broad subject areas. In fact more than one course per subject area was rarely listed except for the area of communications, and even here, ratings were almost always the same for all courses named.

COMMUNICATIONS MOST COMMONLY OFFERED TYPE OF GENERAL EDUCATION

Courses in communications were the most frequently named general education component of college programs; 64% of respondents listed a course in this subject area, followed by mathematics (50%), social sciences (47%), and science (42%). Note that these figures should not be interpreted to mean that only 64% of college programs offer communications courses. The figures are relevant only as comparisons of one subject area and another. Table 3.7 shows the order by frequency of mention.

TABLE 3.7

GENERAL EDUCATION SUBJECT AREAS IN PROGRAMS

	Frequency of Mention
Communications	64%
Mathematics	50%
Social Sciences	47%
Science	42%
Humanities	30%
Physical Education	34%
Canadian Studies Courses	24%
Languages	25%
Canadian Studies Module Within Courses	20%
Fine Arts	21%
Religion	17%

MATHEMATICS JUDGED MOST EFFECTIVE OF ALL GENERAL EDUCATION SUBJECT AREAS

When general education subject areas are listed according to the rating "Very Effective", however, the order changes somewhat. Mathematics is judged the most effective subject area. Table 3.8 lists the general education subject areas according to how frequently courses in these subject areas were judged "Very Effective". Communications, which headed the list in Table 3.7, is now third and is not rated very differently from either science or humanities. The implications of these ratings could be that a more varied offering of general education subject areas should be implemented in the programs.

TABLE 3.8

KINDS OF GENERAL EDUCATION IN PROGRAMS

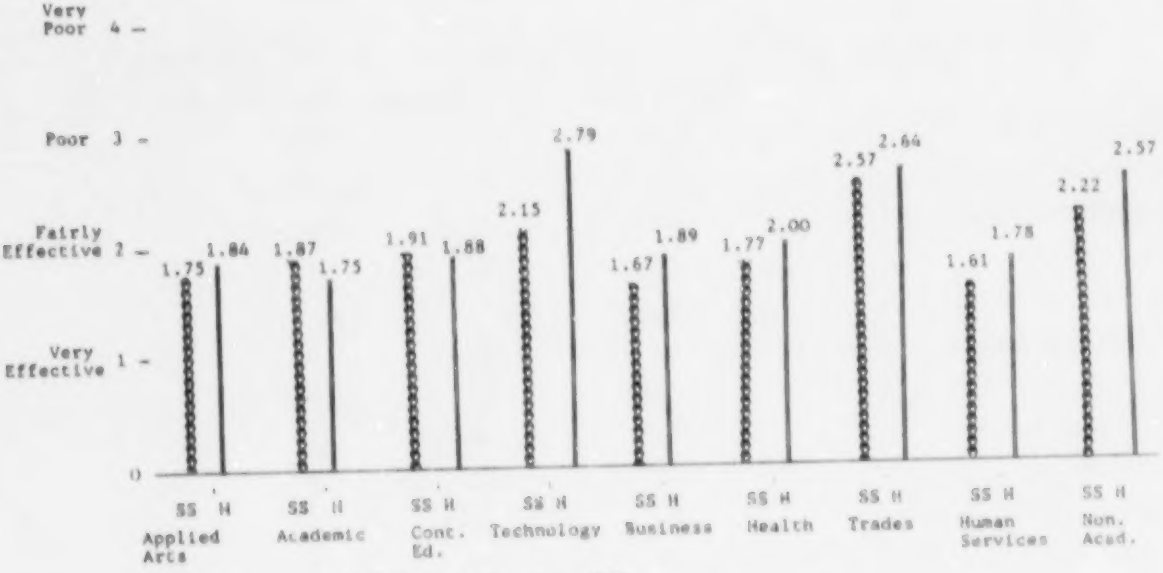
	Very Effective	Fairly Effective	Poor	Very Poor
Mathematics	43%	41%	11%	5%
Science	39	42	13	6
Communications	38	51	9	2
Humanities	37	37	13	13
Social Science	31	53	11	5
Canadian Studies Courses	30	37	9	24
Physical Education	25	42	22	11
Languages	24	42	14	20
Fine Arts	24	31	19	26
Canadian Studies Modules Within Courses	22	36	13	29
Religion	15	28	17	40

TECHNOLOGY DOES NOT FAVOUR HUMANITIES AS A GENERAL EDUCATION SUBJECT AREA

Ratings for three general education subject areas were broken down by division, those for science, social sciences, and humanities. There was no statistically significant difference in the ratings for science, but the ratings for social science and humanities were significant at the $p \leq 0.0001$ level. Figure 3.11 shows the breakdown by division of the means for these two subject areas.

Figure 3.11

COMPARISONS OF MEANS OF RATINGS OF SOCIAL SCIENCES AND HUMANITIES, BROKEN DOWN BY DIVISION



Social Sciences, $F(8,330) = 4.27$, $p = .0001$
Humanities, $p = .0001$

WOMEN RATE SOCIAL SCIENCES AS A GENERAL EDUCATION SUBJECT AREA HIGHER THAN MEN DO

The ratings of general education subject areas were broken down by gender. Statistically significant results were found for only one of the subject areas, social sciences, as shown below.

Social Sciences as General Education
Means of Ratings (1 = very effective, 2 = effective,
3 = poor, and 4 = very poor)

Men	1.96	
Women	1.71	$t(369) = 2.90$, $p < .005$

This result should be compared with the fact that women gave a higher rating to aims of college education which deal with society, Informed Citizenship, Understanding Canadian Society, and Understanding Provincial Society. (see pp. 24 and 25)

YOUNGER RESPONDENTS RATE LANGUAGES AS GENERAL EDUCATION MORE HIGHLY THAN DO OLDER ONES

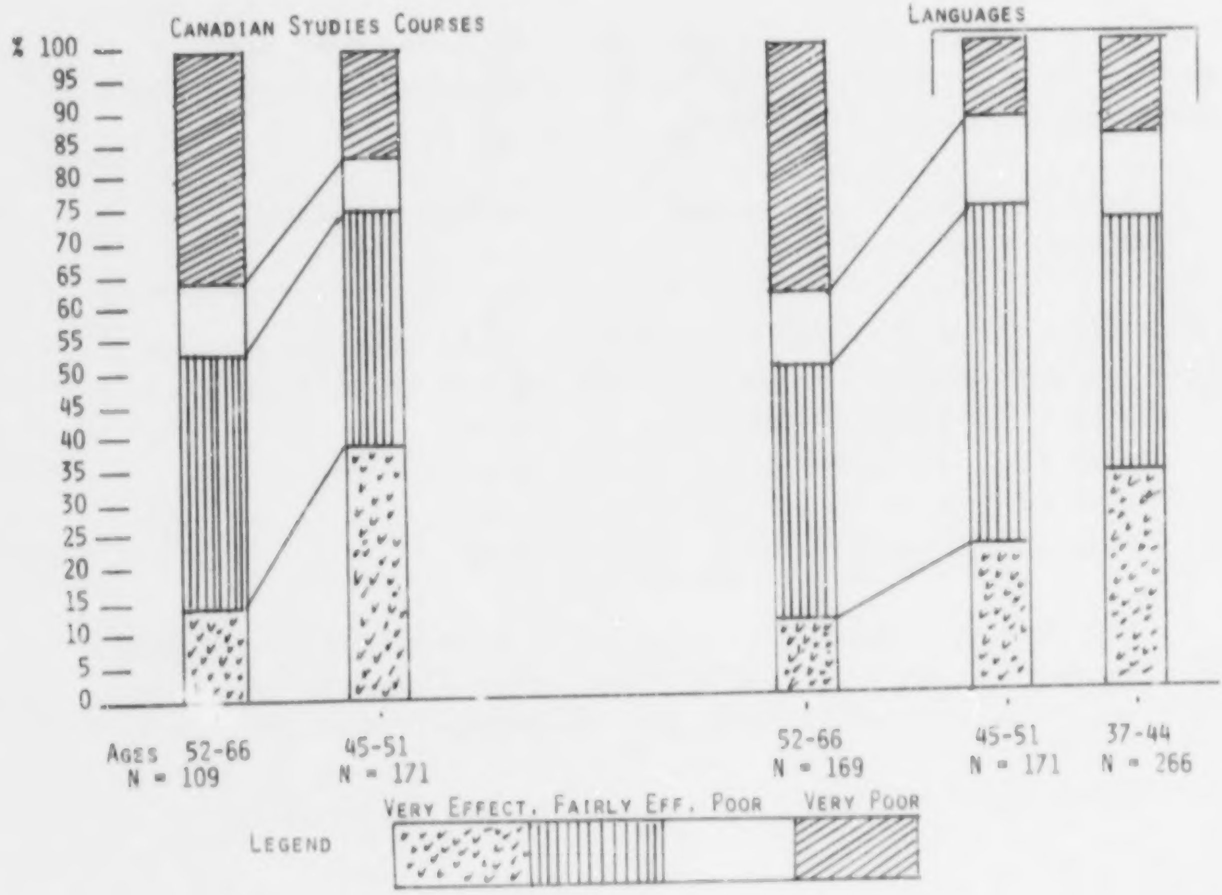
Ratings of general education subject areas were broken down by age of respondents, grouped into four groups as follows:

Group 1	Ages 52 - 66	22% of total
Group 2	Ages 45 - 51	23% of total
Group 3	Ages 37 - 44	35% of total
Group 4	Ages 24 - 36	20% of total

Statistically significant differences between age groups were found at the p .05 level for only two general education subject areas, Canadian studies courses, and languages. Figure 3.12 shows these results. For Canadian studies courses, the group of oldest respondents rates Canadian studies courses less highly than the second oldest group. For languages, the oldest group rates languages less highly than either of the next two younger groups of respondents. It would be interesting to explore the possible reasons for this result. The TUKEY-HSO procedure was used to find which groups were different from others in a statistically significant way for comparisons shown in figures 3.12, 3.13, 3.14 and 3.15.

Figure 3.12

CROSSTABULATIONS OF EVALUATIONS OF GENERAL EDUCATION SUBJECT AREAS BY AGE LEVELS OF RESPONDENTS $p < 0.5$



RESPONDENTS WITH THE MASTER OF ARTS DEGREE RATE SOCIAL SCIENCES, LANGUAGES, AND CANADIAN STUDIES COURSES MORE HIGHLY THAN OTHER GROUPS WITH LOWER LEVELS OF EDUCATION

When ratings of general education subject areas were broken down by level of education, statistically significant differences at the $p < .05$ level were found among several groups. No statistically significant differences were found for communications, science, or physical education, but interesting differences were found for other subject areas. Figure 3.13 shows that respondents with the M.A. degree rated social sciences more highly than did respondents with some university, and they rated languages more highly than respondents with a first university degree.

FIGURE 3.13

CROSSTABULATIONS OF EVALUATIONS OF GENERAL EDUCATION SUBJECT AREAS BY LEVELS OF EDUCATION $p < .05$

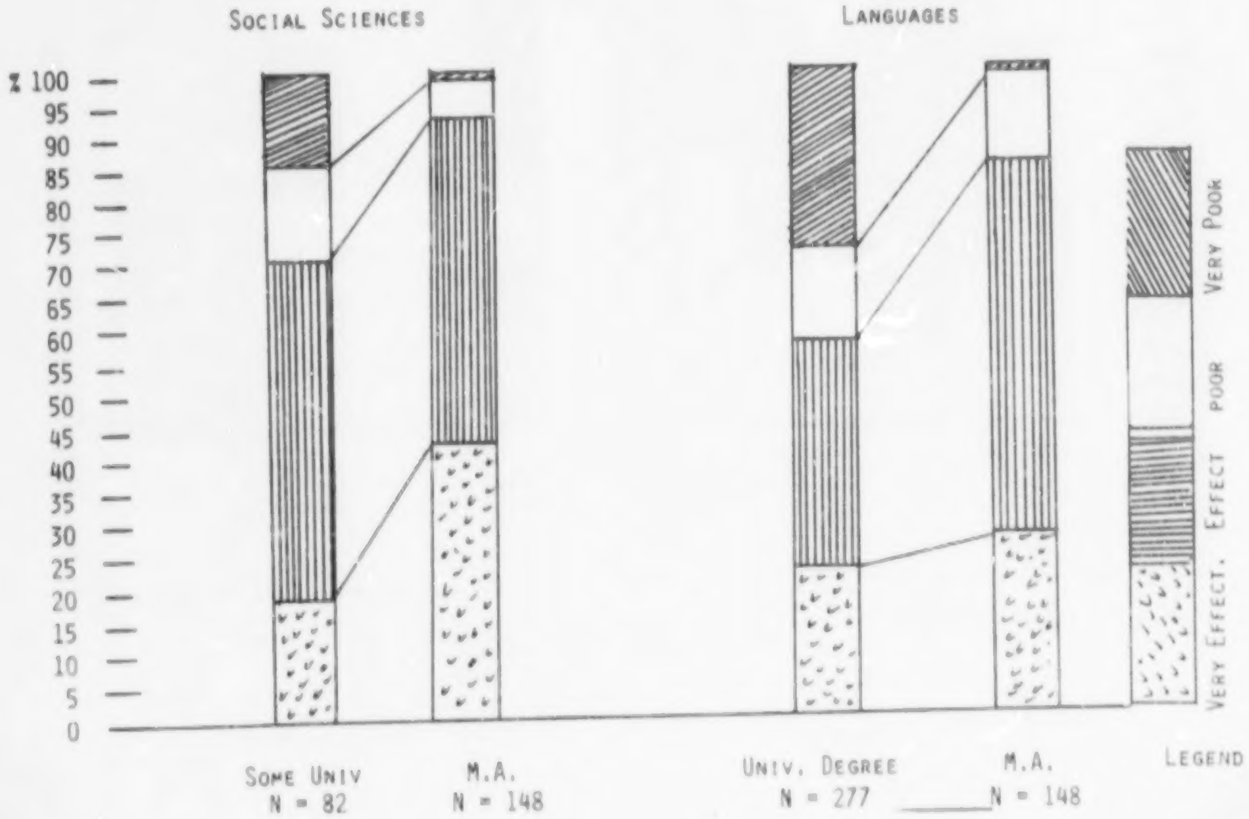
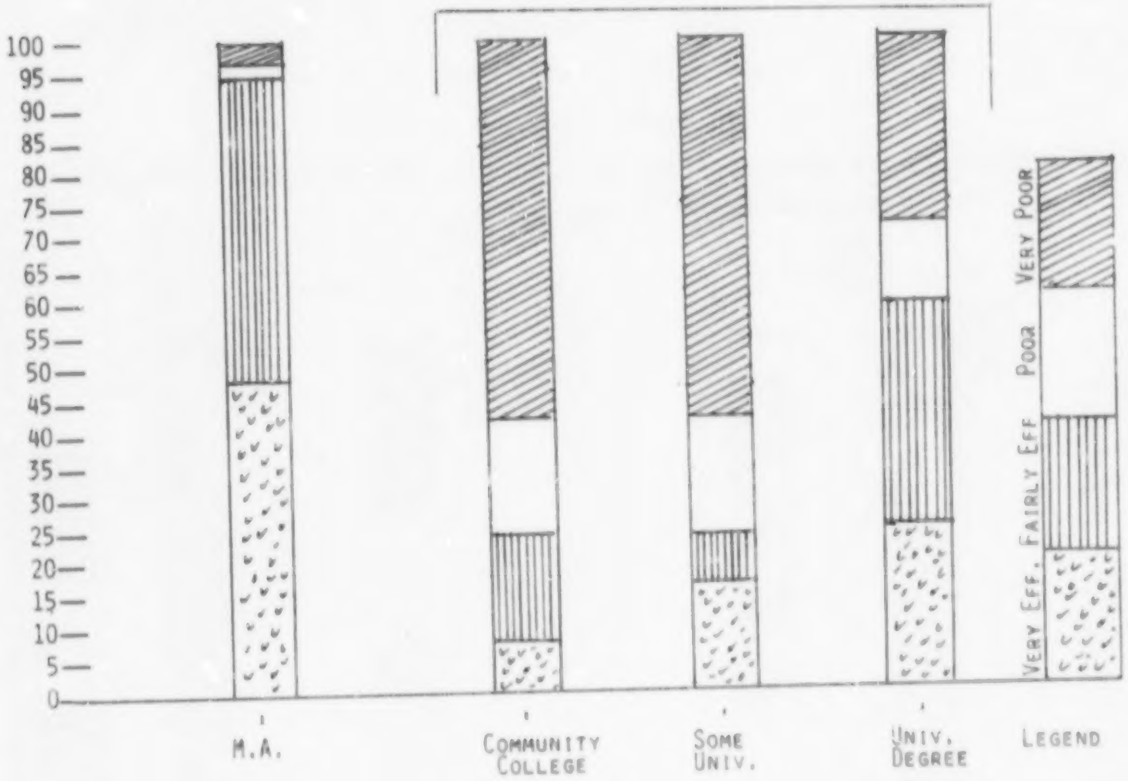


Figure 3.14 shows that respondents with an M.A. rated Canadian Studies Courses more highly than respondents with a community college diploma, some university, or a first university degree.

FIGURE 3.14

CROSSTABULATION OF CANADIAN STUDIES COURSES BY LEVELS OF EDUCATION $P < .05$

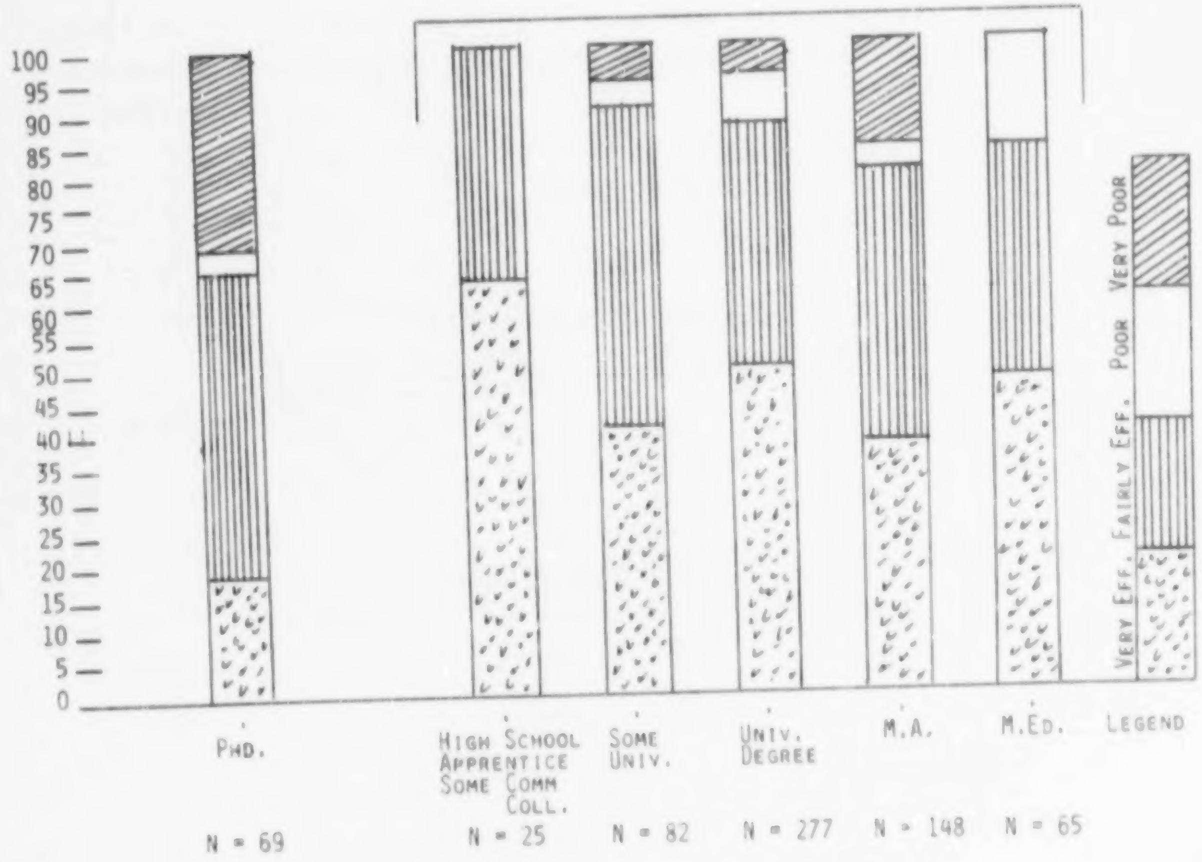


RESPONDENTS WITH THE Ph.D. DEGREE RATE MATHEMATICS LESS HIGHLY THAN RESPONDENTS WITH LOWER LEVELS OF EDUCATION

Perhaps the most surprising result of the breakdown by education is the fact that respondents with the highest level of education rate mathematics less highly than five other groups with lower levels of education. Figure 3.15 shows these results. While mathematics was rated "Very Effective" by the largest number of respondents of the sample as a whole, Ph.D.'s as a group differ in this rating. This result could bear further exploration.

FIGURE 3.15

CROSSTABULATIONS OF EVALUATIONS OF MATHEMATICS AS GENERAL EDUCATION, BY LEVELS OF EDUCATION $p < .05$



Chapter 4

GENERAL EDUCATION POLICY AND ADMINISTRATION

It is not news that policies and definitions of general education vary widely across the country. This chapter presents data on definitions, policies, and styles of administration of general education in the colleges.

MANY COLLEGES DO NOT HAVE A FORMAL DEFINITION OF GENERAL EDUCATION

Table 4.1 shows that only 34% of respondents reported that there was a formal definition of general education operating at their colleges; 39% report that no definition exists at their college and 27% don't know. When this is contrasted with the question of the existence of a mission and goals statement, the results demonstrate the striking difference between the two situations.

TABLE 4.1

DEFINITION OF GENERAL EDUCATION

Is there a formal definition of general education for your college? (This could be either a local college or a provincial government definition).

Yes ________ 34%

No ________ 39%

Don't Know __ 27%

MISSION AND GOALS STATEMENT

Is there a mission and goals statement at your college?

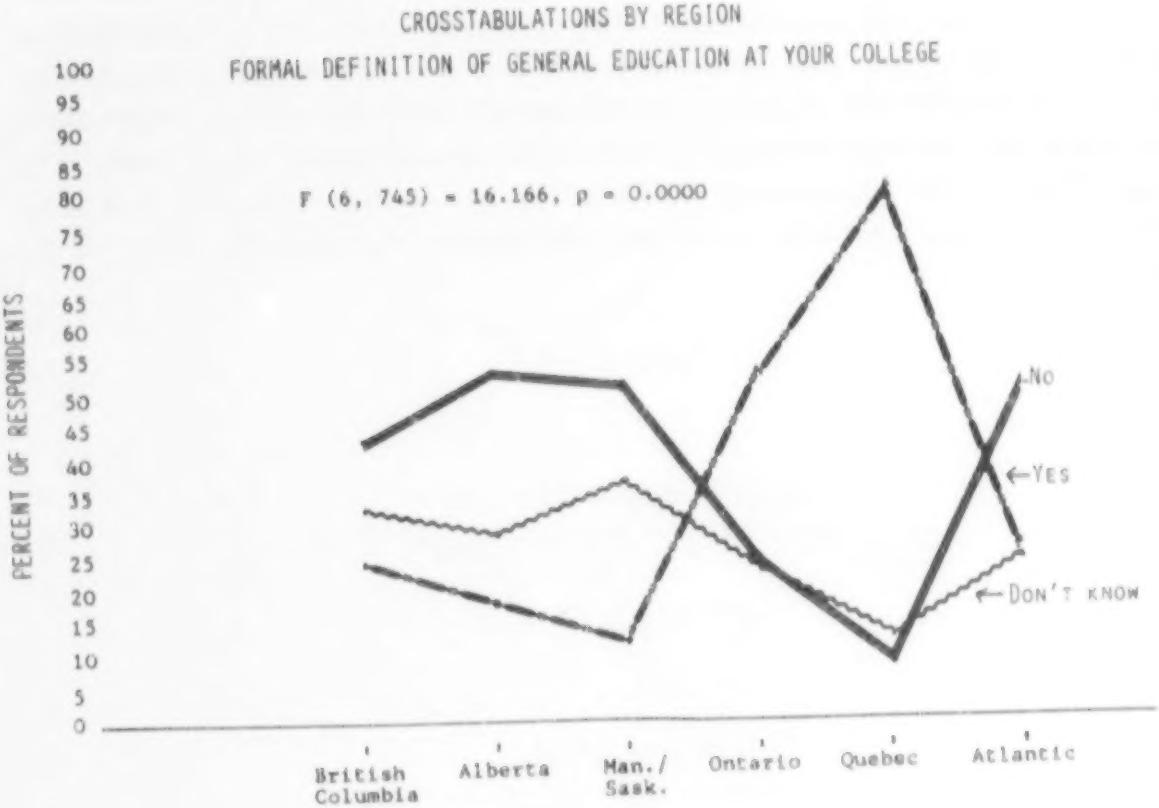
Yes ________ 78%

No ________ 7%

Don't Know __ 15%

The breakdown by region demonstrates a great disparity across the country on this question. Figure 4.1 shows that the Province of Quebec, as might be expected in view of the involvement of the Quebec government, shows the highest reponse (80%) for the exitence of a formal definition of general education. Ontario is next with 55% of respondents, while Manitoba/Saskatchewan is lowest of the six regions.

FIGURE 4.1



SLIGHTLY MORE COLLEGES REPORT HAVING A POLICY FOR GENERAL EDUCATION THAN HAVE A DEFINITION FOR GENERAL EDUCATION

Table 4.2 shows the data collected about policies of general education in the colleges; 43% reported that policies existed at their colleges, while 34% reported the existence of a formal definition. The data for parts B, C, D, and E are reported in relative frequencies demonstrating that more than half the respondents did not answer this question, which corresponds to the "no" and "don't know" categories in Part A. Table 4.3 lists the answers given to an open-ended invitation to describe the anticipated changes to the general education policy at the respondent's own college. The numbers here are absolute frequencies, i.e., thirteen individuals reported that a change of policy at their colleges would recommend a decrease in the amount of general education due to budget costs.

TABLE 4.2
GENERAL EDUCATION POLICY

(A) Is there a policy operating at your college with regard to the general education component of the curriculum of your program?

Yes	43%
No	37%
Don't Know	20%

(B) Who fomulated this policy?

Provincial Government	13%
The College itself	19%
Other governing body (specify)	3.5%
No Answer	58.4%

(C) This policy is written	30%
or	
A Generally understood unwritten tradition	11%
No Answer	59%

(D) The provisions of this policy are carried out.

Thoroughly	12%
To a large extent	24%
To a small degree	5%
Not at all	.6%
No Answer	58%

(E) Do you anticipate major changes in this policy?

Yes	10%
No	36%
No Answer	54%

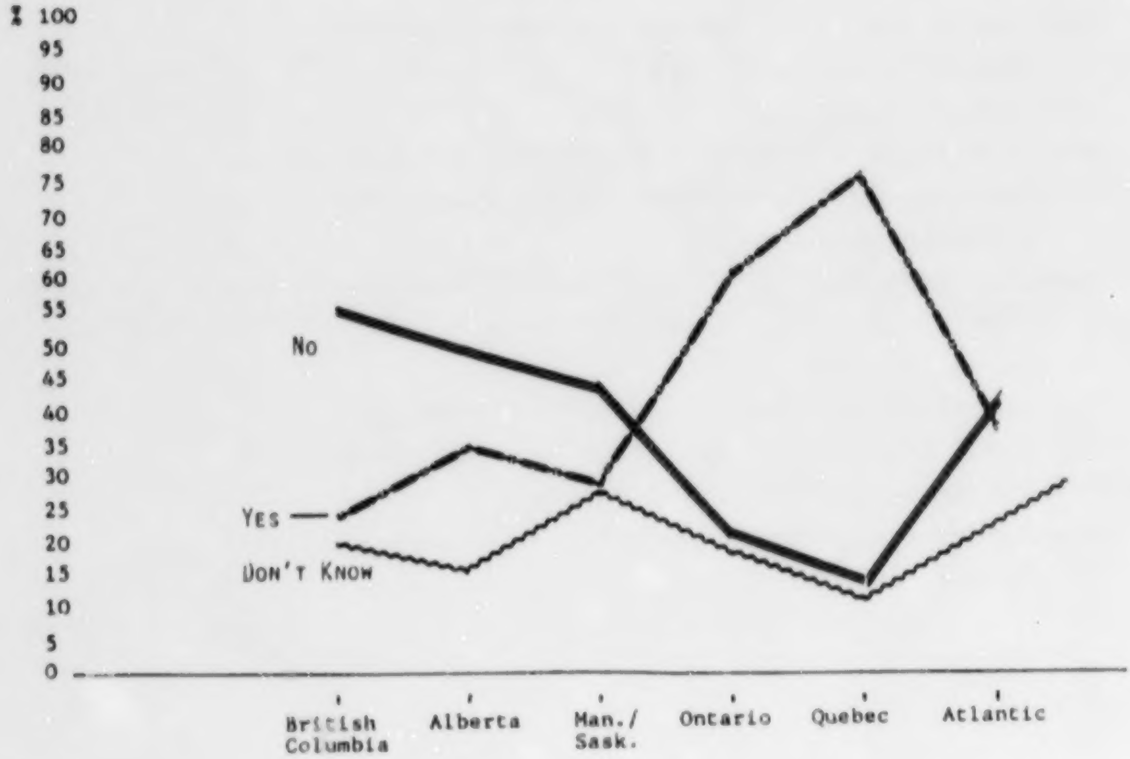
TABLE 4.3

(F) Describe anticipated changes:	ABSOLUTE NUMBERS
Recommend decrease due to budget cuts	13
Trend toward career programs	10
Government developing a position (Quebec)	10
Substituting courses in Quebec culture and Economics for Philosophy and French (Quebec).	7
New, guidelines for communications/general education expected to be in effect 1983-84	6
Provincial Government emphasizing vocational education	5
Repeated recommendations for decrease	3
High technology will demand a broader overall view of education	3
Continuous upgrading of courses	3
Making diploma divisions responsible for general education delivery rather than independent academic divisions	2
Possible reduction or elimination of academic support courses. These are being individualized	2
General education courses open to technology and concerning local rather than universal issues will soon be introduced	2
Some courses may become optional in the near future	2

Figure 4.2 shows the results of a breakdown by region to the question of the existence of a policy for general education. The results here can be compared to those given in Figure 4.1. Not surprisingly, Quebec and Ontario have the highest number of respondents reporting a policy for general education, which corresponds exactly with the situation for definitions of general education. The notable difference between these two situations is the fact that in Alberta considerably more respondents report a policy than report a definition.

FIGURE 4.2

EXISTENCE OF A POLICY OPERATING IN THE COLLEGES REGARDING THE GENERAL EDUCATION COMPONENT OF THE CURRICULUM OF PROGRAMS



GENERAL EDUCATION CENTRALLY ADMINISTERED IN SLIGHTLY MORE THAN ONE THIRD OF COLLEGES

Tables 4.4 and 4.5 show that in a large majority of colleges there is no central administration of general education. Only 36% of respondents reported that general education in their colleges was administered by one administrator. These findings were corroborated by the large variety of answers to the open question "If there is no administrator in your college in charge of general education, please describe how it is administered" (Table 4.5). The most frequent response was "program head" (108).

TABLE 4.4
ADMINISTRATION OF GENERAL EDUCATION

(A) Is general education in your college the responsibility of one particular administrator?

Yes ———— 36%
No ———— 64% (adjusted frequencies)

(B) If yes, please indicate the level of administration and whether or not general education is his sole responsibility.

		GENERAL EDUCATION ONLY RESPONSIBILITY		GENERAL EDUCATION ALONG WITH OTHER RESPONSIBILITIES	NO RESPONSE
(i)	Dean	4%	or	11%	85%
(ii)	Chairman	4%	or	8%	88%
(iii)	Department Head	4%	or	6%	90%
(iv)	Co-ordinator	1%	or	5%	94%
(v)	Vice-Principal	.1%	or	1.4%	98.5%

TABLE 4.5

(C) If there is no administrator in your college in charge of general education, please describe how it is administered.

	Absolute Frenquencies
Program Heads	108
Division Heads	42
Not Administered	41
Individuals in Program	38
Combination of Personnel	23
By Agreement through Committees	18
General Education integrated with all aspects of curriculum	17
Outside body sets amount of general education	17
Advisors board or Committee	13
"Service" Department e.g. Math and Language	12
Divisional Director and Program Head Make recommendation to academic committee	11
Through associated studies department	9
Chairman of Academic Studies and Chairman of English	6
President's Executive Council	4
Academic Committee of the Board	3

(D) Is there a committee in your college which has responsibility to advise the administrator in charge of general education?

Yes ——— 36%
No ——— 64%

COLLEGES WITH A SINGLE ADMINISTRATOR OF GENERAL EDUCATION REPORT SLIGHTLY HIGHER PROPORTIONS OF GENERAL EDUCATION

In order to determine if the style of administration - i.e. general education centrally administered by one administrator or not - had any relation to the quantity or perceived quality of general education in programs, question 21(a) was cross-tabulated with questions 16(a) (quantity) and question 15 (quality). The result shows that there is no statistically significant difference in the perceived quality of general education in programs between colleges where general education is centrally administered and where it is not. The ratings very effective, fairly effective, poor, and very poor, for the broad subject areas of communication, social sciences, science, physical education, mathematics, Canadian studies, and languages other than the mother tongue, were all correlated with the question of central administration or not, and no statistically significant differences were found between the groups.

There was, however, a statistically significant difference between the two groups for amount of general education as a proportion of the total curriculum. Table 4.6 shows that where general education is centrally administered, there is a significant increase in the proportion of general education offered in programs. This is an interesting result and warrants further investigation.

TABLE 4.6

CROSSTABULATION OF PROPORTIONS OF GENERAL EDUCATION EXISTING IN COLLEGE PROGRAMS WITH WHETHER OR NOT GENERAL EDUCATION IS ADMINISTERED BY ONE PARTICULAR ADMINISTRATOR

General Education Administered by one Administrator	1	2	3	4	5
	0%	1-10%	11-20%	21-30%	Over 30%
Yes	5.4	23.9	26.6	21.6	22.5
No	7.6	32.8	24.9	18.1	16.5

$F(1.613) = 8.03, \quad p \leq .005$

Chapter 5

EXTRACURRICULUR ASPECTS OF GENERAL EDUCATION

Extracurricular activities can provide many opportunities for general education at a community college. The questionnaire probed this area briefly, though no attempt was made to give anything like a comprehensive picture. Twenty-one typical extra-curricular activities were listed and respondents were asked to check them under two headings, "Occur at my college, but not planned for general education", and "Specifically planned for general education".

The distinction here might best be explained by reference to the activities of socio-cultural animators in Quebec colleges. As part of their professional activity, socio-cultural animators help students to plan extra-curricular learning projects which are carried out by the students singly or in groups. These activities are often deliberately planned to fulfill aims of general education.

In other instances, when lectures, seminars, concerts, or art exhibits are brought to a college, part of the purpose may be to enhance the general education of students. Respondents were asked to reflect whether extra-curricular activities were deliberately planned to fill the aims of general education, or whether they simply occured without such consideration. Table 5.1 gives the results of this question.

In a second question, respondents were asked to check those extra-curricular activities which occured in their colleges which had significance for Canadian studies, i.e., which had a significant reference to Canadians, Canada, or Canadian situations. Table 5.2 gives the results of this question.

TABLE 5.1

EXTRA-CURRICULAR APPROACHES TO GENERAL EDUCATION

The distinction which is made in these data is between extra-curricular activities which are consciously planned in advance to promote general education, and those which are planned primarily for other purposes, but during which general education may occur.

	Occur at my college but not planned for general education	Specifically planned for general education	Does not occur
Cultural programs, e.g. concerts, plays, films	58%	24%	18%
Lectures, seminars, conducted by visitors	36	53	11
Community action projects	46	23	31
Retreats	29	12	59
Programs organized for college residences, e.g. fireside talks, performances	25	9	66
Social issues seminars	34	28	38
Women's issues seminars	35	34	31
Career planning workshops	30	46	24
Training of peer counsellors	24	19	57
Leadership training	29	28	43
Interpersonal skills training	27	39	34
Other workshops (specify)	7	6	87
Work-study or co-operative education programs of general education	24	29	47
Organized student exchanges involving travel	31	31	38

TABLE 5.1 (Continued)

	Occur at my college but not planned for general education	Specifically planned for general education	Does not occur
Travel and learn programs	24%	27%	49%
Other travel (specify)	10	4	86
Student government	54	30	16
Student publications, e.g. newspaper	50	35	15
Student clubs, e.g. drama, music	45	30	25
Other student organizations	36	22	42
Non-credit learning projects	26	25	49

TABLE 5.2

These data indicate those extra-curricular activities which occur in the colleges which have a significant reference to Canada or to Canadian situations.

	Have Significance For Canadian Studies	
	Significance	No Significance
Cultural programs, e.g. concerts, plays, films	47%	53%
Lectures, seminars, from visiting professors and others	61	39
Community action projects	34	66
Retreats	7	93
Programs organized for college residences, e.g. fireside talks, performances	7	93
Social issues seminars	35	65
Women's issues seminars	48	52
Career planning workshops	45	55
Training of peer counsellors	14	86
Leadership training	26	74
Interpersonal skills training	26	74
Other workshops (specify)	5	95
Work-study or co-operative education programs of general education	19	81
Organized student exchanges involving travel	43	57
Travel and learn programs	28	72
Other travel (specify)	5	95
Student government	40	60
Student publications, e.g. newspaper	44	56
Student clubs, e.g. drama, music	28	72
Other student organizations	13	87
Non-credit learning projects	15	85

(No Answer 26%)

CHAPTER 6

ATTITUDES AND PERFORMANCE OF STUDENTS WITH RESPECT TO GENERAL EDUCATION

STUDENTS MORE IN FAVOUR OF GENERAL EDUCATION THAN OPPOSED, ACCORDING TO ADMINISTRATORS AND FACULTY

Administrators and faculty in the colleges were asked to report their perceptions of the attitudes of students toward general education. A survey of students themselves is planned for the near future, but in the meantime it is interesting to note the perceptions of college personnel with regard to students and general education. Table 6.1 shows that most college personnel think students are more in favour of general education than not.

TABLE 6.1

ATTITUDES OF STUDENTS IN RELATION TO GENERAL EDUCATION

WHAT IS THE ATTITUDE OF STUDENTS IN YOUR PROGRAM TOWARD THE GENERAL EDUCATION COMPONENT OF THEIR PROGRAM?

ALL OPPOSED	1 %
MOST OPPOSED	20 %
ABOUT EVENLY SPLIT	31 %
MOSTLY IN FAVOUR	38 %
ALMOST ALL IN FAVOUR	10 %

SOME STUDENTS LEAVE PROGRAMS BEFORE GRADUATING, HAVING COMPLETED ALL REQUIREMENTS EXCEPT GENERAL EDUCATION

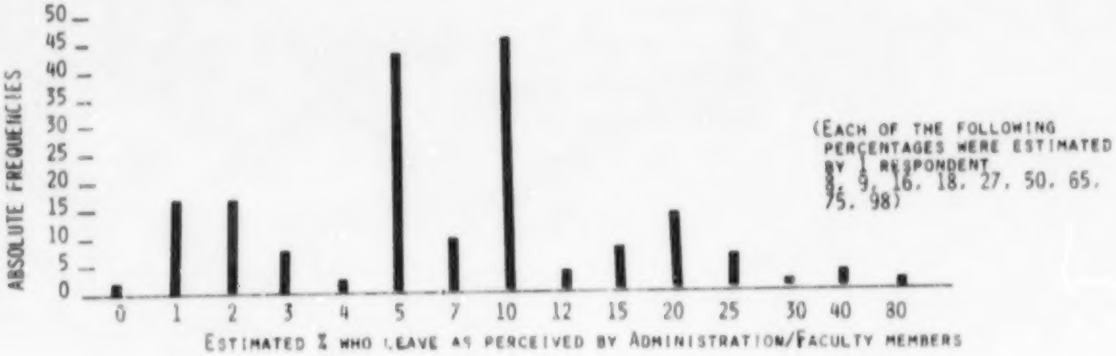
College personnel were asked if their students ever left their programs having completed all requirements except general education credits. The results:

Yes	- 33%
No	- 47%
Don't Know	- 20%

Those who responded "yes" were asked to estimate the percentage of students who leave a program. Figure 6.10 shows the results. Administrators and faculty perceive that not many leave their programs before completing general education requirements.

Figure 6.1

PERCENTAGE OF STUDENTS WHO LEAVE A PROGRAM HAVING COMPLETED ALL REQUIREMENTS EXCEPT GENERAL EDUCATION



RESPONDENTS FEEL STUDENTS WITH GENERAL EDUCATION CREDITS PERFORM BETTER THAN THOSE WITH NO GENERAL EDUCATION

Respondents who had senior students with general education credits and others with little or no general education, were asked to compare the performance of the two groups. Table 6.2 shows that 54% thought that students with general education performed better than those without, 19% thought there was no difference, while only 2% thought they performed worse.

TABLE 6.2

THE PERFORMANCE OF STUDENTS WITH GENERAL EDUCATION

A) DO YOU THINK THE PERFORMANCE OF SENIOR COLLEGE STUDENTS WITH GENERAL EDUCATION CREDITS DIFFERS FROM THAT OF STUDENTS WITH NO GENERAL EDUCATION? THE PERFORMANCE OF STUDENTS WITH GENERAL EDUCATION, AS COMPARED TO THOSE WITHOUT, IS:

	RELATIVE %	ADJ. %
BETTER	34	54
ABOUT THE SAME	12	19
WORSE	1	2
DON'T KNOW	16	25
NO ANSWER	38	

B) IF YOU THINK THE PERFORMANCE OF SENIOR COLLEGE STUDENTS WITH GENERAL EDUCATION IS BETTER THAN THAT OF COLLEGE STUDENTS WITH NO GENERAL EDUCATION, PLEASE INDICATE IN WHICH AREAS THIS SUPERIORITY IS MANIFESTED. PLEASE CHECK ALL WHICH APPLY. (ADJUSTED PERCENT)

	YES	NO		YES	NO
ABILITY TO FORMULATE VALID CONCEPTS	72	28	ABILITY TO ORIENT THEMSELVES MATURELY IN THEIR WORLD	71	28
ABILITY TO ANALYZE ARGUMENTS	72	28	ABILITY TO RELATE SPECIFIC SKILLS WITH THEORETIC CONCEPTS	71	28
ABILITY TO DEFINE THEMSELVES	68	32	OTHER (SPECIFY):	70	30

TABLE 6.3

CONT'D.

OTHER (WRITE IN ANSWERS)	ABSOLUTE FREQUENCIES
IMPROVED COMMUNICATIONS SKILLS	11
DISPLAY SKILLS OTHER THAN THOSE OF SPECIALIZED TRAINING	9
BROAD FOUNDATION OF LEARNING	7
IMPROVED PROBLEM SOLVING	7
ABILITY TO CONTINUE LEARNING	4
DEVELOPMENT OF SELF WORTH	3
ABILITY TO DEAL WITH CHANGE	3
ABILITY TO TRANSFER KNOWLEDGE IN GENERAL TO SPECIFIC SITUATIONS, THUS ENABLING THE GRADUATE TO BE EFFECTIVE IN A WIDE RANGE OF SITUATIONS FOR WHICH HE HAS NO SPECIFIC TRAINING	2
CRITICAL THINKING	2
STRONGER ETHICAL VISION	2
MORE TOLERANT OF OTHERS	1
DECISION MAKING	1
IMAGINATIVENESS, CREATIVITY	1

c) IF YOU THINK THE PERFORMANCE OF SENIOR COLLEGE COLLEGE STUDENTS WITH GENERAL EDUCATION IS WORSE THAN THAT OF COLLEGE STUDENTS WITH NO GENERAL EDUCATION, PLEASE EXPLAIN IN WHAT WAYS THIS IS SO.

USUALLY AIMLESS WANDERERS UNABLE TO DECIDE WHO THEY ARE AND WHAT THEY WANT TO DO	1
TIME SPENT ON GENERAL EDUCATION REDUCES TIME SPENT ON SPECIALIZED STUDIES	3
DEPENDS ON ATTITUDE. MOST ARE SO HOPELESSLY ACADEMIC THEY CANNOT RELATE TO SPECIALIZED PRACTICAL AREAS	3

Those who answered that students with general education performed better were asked to check six qualities which were suggested as possible outcomes of general education. Table 6.2 shows that all these qualities were checked about equally (about 70%). Table 6.3 lists the qualities written in by respondents. Finally seven respondents felt that students with general education performed less well than those without, and wrote in why (see Table 6.3 part C). Clearly these are a very small minority, however, and on the whole college personnel perceive general education as improving the performance of students even before they leave college.

CONCLUSIONS AND RECOMMENDATIONS

Much data has been presented in this report. What does it all add up to? The picture that emerges could be summed up as follows:

1) While there are important differences in the practice and opinion about general education in the various jurisdictions across the country, the survey reveals significant areas of agreement about what general education should be. There was substantial agreement about aims, principles of design, and amounts of general education in college programs. There was also a significant discrepancy between what exists at present and what college personnel think should exist. These discrepancies in five broad areas are outlined in Recommendation 1.

2) The study revealed a lack of structure and support for general education in many jurisdictions. If the consensus of opinion revealed in this study about important aspects of general education is to have any impact on practice, colleges must provide support for change. Suggestions about how this might be affected are outlined in Recommendations 2, 3, and 4.

Recommendation 1

Each college and institute should examine the general education components of its own programs to determine if reform and development is needed.

On a national scale, the present survey indicates five broad areas which deserve special attention because major discrepancies were noted between what exists at present and what should exist.

(a) There should be more general education in the programs than there is at present. Respondents as a group of the whole, in all divisional groups, and in all regional groups except Quebec, reported that there should be higher proportions of general education in their programs.

(b) The aims of college education as a whole should be defined and the curricula of programs should reflect these aims. The survey indicated a major discrepancy for college education as a whole between the aims listed as most important and those which were said to be well addressed in the programs. Specifically, "desire and ability to learn" was chosen most important by a wide margin over "career skills" yet "career skills" is the aim best addressed in the college curricula. "Lifelong learning" and "Critical thinking" were listed among the six most important aims, yet were said not to be well addressed in college curricula.

(c) The general education component of college programs should be specifically designed to meet the broad aims of general education. This means that each college and program should define the aims of general education for its students and design general education components from the ground up to address these aims. This redesign of general education should also consider the questions of courses organization, curricular organization, and the subject areas of general education. The national survey noted discrepancies in all of these between what exists now and what should be.

(d) The curriculum of college programs should include provision for the integration of all aspects of the student's education. About half of the respondents thought this integration should include an integrative seminar or other learning experience of at least a semester's duration in which students would be asked to reflect on the totality of their college experience and to fit the pieces together into a coherent scheme.

(e) The definitions, policies, and administration of general education in each college should be reviewed. The survey showed that definitions and policies for general education on many campuses were either non-existent or not known, and there seemed to be a lack of coherent direction for general education.

Recommendation 2

Opportunities for professional development of faculty should be provided. The design of general education components, with their concomitant instructional development needs time and effort. Faculty should be supported and encouraged as they undertake this task.

Recommendation 3

Each college and institute should have a centralized structure to provide for the monitoring and development of the general education component of its programs. The survey showed that this is lacking in many colleges resulting in a lack of consistent planning for general education.

Recommendation 4

A national support centre for general education should be established.

Though the general education components of college programs vary from province to province, and from college to college, there are common elements in all as the survey demonstrates. Much time and effort could be saved if a mechanism existed for sharing ideas, materials, and expertise. Such a centre could be established at the Association of Canadian Community Colleges, for instance, and could engage in the following activities:

- Publish a newsletter with substantive articles, program examples, information about upcoming events etc.
- Operate a clearinghouse responsive to inquiries about aspects of general education.
- Organize conferences, workshops, seminars on general education.
- Produce bibliographies on topics of general education.
- Conduct focussed studies of general education as needed.
- Provide a means of exchange for learning materials, consulting services, reports, and papers.

DEMOGRAPHIC DATA

Data concerning the educational and work history of the respondents, their ages, sex, number of years on staff, educational background, and languages spoken, were collected and is reported here. Crosstabulations of substantive questions with age, educational level, sex, etc. of respondents have been discussed in the appropriate preceeding chapters.

NUMBER OF YEARS RESPONDENTS HAVE SERVED ON STAFF AT THEIR COLLEGES

Number of Years Served at College	Absolute Frequencies	Number of Years Served at College	Absolute Frequencies
1	24	17	21
2	34	18	18
3	52	19	11
4	36	20	23
5	33	21	7
6	31	22	3
7	41	23	2
8	38	24	2
9	34	25	3
10	58	26	2
11	30	28	1
12	40	29	1
13	39	30	1
14	35	31	1
15	50	Valid Cases	699
16	27	Missing Cases	99

HIGHEST LEVEL OF EDUCATION REACHED BY RESPONDENTS

Level of Education	Absolute Frequencies
Completed primary school	0
Some high school	3
Completed high school	3
Completed apprenticeship	6
Technical training beyond high school	10
Some community college or institute	3
Completed community college or institute program	42
Some university	82
University degree	258
Some post-graduate work	19
Master of Arts	148
Ph.D.	69
Master of Business Administration	17
Master of Education	65
R.I.A.	3
M.D.	1
Master of Science	41
Other post-graduate degrees	4

Valid cases 774

Missing cases 24

AGES OF RESPONDENTS

Year of Birth	Frequencies	Year of Birth	Frequencies
1917	3	1939	35
1918	4	1940	37
1919	6	1941	28
1920	5	1942	37
1921	4	1943	36
1922	8	1944	36
1923	7	1945	25
1924	18	1946	32
1925	13	1947	38
1926	18	1948	22
1927	12	1949	17
1928	19	1950	16
1929	21	1951	18
1930	16	1952	9
1931	15	1953	9
1932	19	1954	9
1933	29	1955	3
1934	23	1956	5
1935	29	1957	2
1936	21	1958	1
1937	21	1959	1
1938	24		

Valid Cases	756
Missing Cases	42

SEX OF RESPONDENTS

	Absolute Frequency	
Male	578	75.2%
Female	191	24.8%

Valid Cases	769
Missing Cases	29

WHERE RESPONDENTS RECEIVED PRIMARY AND SECONDARY EDUCATION

		Absolute Frequency
Ontario	20%	162
Alberta	10%	81
Quebec	9%	75
Manitoba	9%	72
Saskatchewan	9%	71
New Brunswick	7%	53
Great Britain	7%	52
British Columbia	6%	51
United States	4%	35
Nova Scotia	4%	31
Newfoundland and Labrador	3%	25
Other	2%	16
Prince Edward Island	2%	15
India	1%	8
Germany	1%	6
Netherlands	1%	4
France	0%	3
Scandinavia	0%	3
Pakistan	0%	2
Italy	0%	1
Ireland	0%	1

WHERE RESPONDENTS RECEIVED POST-SECONDARY EDUCATION

		Absolute Frequency
Ontario	23%	181
Alberta	11%	91
Quebec	9%	72
Manitoba	9%	70
British Columbia	8%	64
Saskatchewan	7%	57
United States	7%	57
New Brunswick	6%	46
Great Britain	5%	38
Nova Scotia	4%	29
Newfoundland and Labrador	3%	23
Prince Edward Island	2%	12
India	1%	5
Other	1%	5
France	0%	2
Netherlands	0%	2
Germany	0%	2
Scandinavia	0%	1
Pakistan	0%	1

LANGUAGES OF RESPONDENTS

	Absolute Frequency
Speak English	
Yes	751
No	22
Speak French	
Yes	200
No	572
Speak Other (first named)	
Yes	110
No	662
Speak Other (second named)	
Yes	36
No	736
Read English	
Yes	762
No	11
Read French	
Yes	273
No	499
Read Other (first named)	
Yes	100
No	672
Read Other (second named)	
Yes	39
No	733
Write English	
Yes	747
No	26
Write French	
Yes	176
No	596
Write Other (first named)	
Yes	73
No	699
Write Other (second named)	
Yes	19
No	752

Valid Cases 798
Missing Cases 0

REGIONAL REPRESENTATION IN THE SAMPLE

Region	Absolute Frequency	Absolute Frequency %
British Columbia	130	16.3%
Alberta	124	15.5%
Manitoba/Saskatchewan	123	15.4%
Ontario	191	23.9%
Quebec	74	9.3%
Atlantic	145	18.2%
Unspecified	11	1.4%

Valid Cases 798

POSITIONS OF FACULTY AND ADMINISTRATORS WHO RESPONDED TO SURVEY

	Absolute Frequencies
President or Principal of a College (CEO)	19
Principal of a campus	46
Dean or Director of a division or program area	59
Other senior administrator	40
Chairman of a Department with several programs	175
Chairman of a Department of General Education (eg. Liberal Studies)	20
Program Head	33
Faculty of a career program	200
Faculty of a trade program	42
Faculty of a Service Department, eg. Math, English	70
Faculty of a university transfer program	31
Librarian	10
Counsellor	10
Health Service Professional	2
Information Service Professional	3
Student activities co-ordinator	2
Program development officer	1
Athletic co-ordinator	1
Co-ordinator of Support Services for Disabled Students	1
Consultants	2

DISTRIBUTION OF RESPONDENTS AMONG SAMPLE COLLEGES

Region	College	Absolute Frequencies
British Columbia	Fraser Valley College	23
	Cariboo College	20
	Okanagan College	16
	Vancouver Community College	28
	British Columbia Institute of Technology	11
	New Caledonia (College of)	13
	Camosun College	16
Alberta	Grande Prairie Regional College	21
	Northern Alberta Institute of Technology	47
	Lethbridge Community College	17
	Mount Royal College	10
	Southern Alberta Institute of Technology	14
Manitoba/ Saskatchewan	Keewatin Community College	16
	Assiniboine Community College	18
	Red River Community College	45
	Wascana Institute of Applied Arts and Science	13
	Saskatchewan Technical Institute	15
	Kelsey Institute of Applied Arts and Science	16

Region	College	Absolute Frequencies
Ontario	Niagara College of Applied Arts and Technology	24
	Mohawk College of Applied Arts and Technology	16
	Fanshaw College of Applied Arts and Technology	26
	St. Lawrence College of Applied Arts and Technology	24
	Algonquin College of Applied Arts and Technology	10
	Cambrian College of Applied Arts and Technology	27
	Seneca College of Applied Arts and Technology	30
	George Brown College of Applied Arts and Technology	25
Quebec	College De L'Outaouais	13
	College De Maisonneuve	8
	Cegep Du Vieux Montreal	9
	College Levis-Lauzon	18
	College De Saint-Hyacinthe	7
	Cegep De Trois-Rivieres	13
	Vanier College	12
	College D'Alma	4

Region	College	Absolute Frequencies
Atlantic	Bay St. George Community College	12
	Newfoundland and Labrador College of Trades and Technology	20
	Holland College	20
	University College of Cape Breton	20
	New Brunswick Community College - Woodstock	0
	New Brunswick Community College - Moncton	10
	New Brunswick Community College - Saint John	13
	New Brunswick Community College - St. Andrews	4
	New Brunswick Community College - Miramichi	3
	New Brunswick Community College - Bathurst	11
	New Brunswick Community College - Campbellton	1
	New Brunswick Community College - Edmonston	7
	New Brunswick Community College - Grand-Sault	1
	New Brunswick Community College - Sud. Est	1
	Central Office, New Brunswick Community College	4
	Very Small Colleges in Atlantic Region	
	Nova Scotia Land Survey Institute	6
	Nova Scotia Nautical Institute	1
	School of Medical Laboratory Technology (N.B.	5
	Maritime Forest Ranger School (N.B.)	3

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APPENDIX A

PERCEPTIONS OF COLLEGE PERSONNEL OF STUDENT' OPINIONS OF THE VALUE OF GENERAL EDUCATION

Faculty and administrators were asked if students and graduates commented to them about the value of the general education component of their programs in meeting their own educational aims. Figures A.1 - A.9 show the results.

This evidence is based on the perception and recall of faculty and administrators. The survey of student opinion will gather direct evidence which may be compared with these perceptions. At this stage all that can be said is that the results of these questions corroborate the perception of faculty and administrators that students tend, more than not, to favour the general education in their programs.

FIGURE A.1

23(a) Undergraduates who Report General Education is Valuable
as Perceived by Faculty and Administration

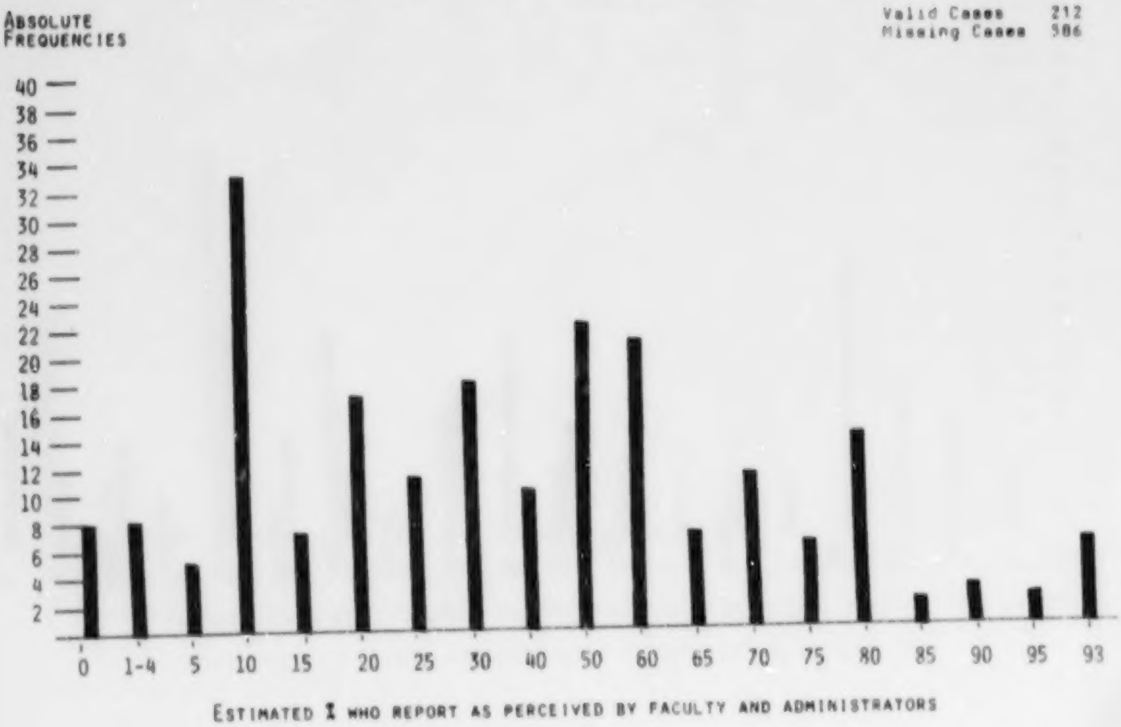


FIGURE A.2

23(a) Recent Graduates who Report General Education is Valuable
as Perceived by Faculty and Administration

Valid Cases 204
Missing Cases 594

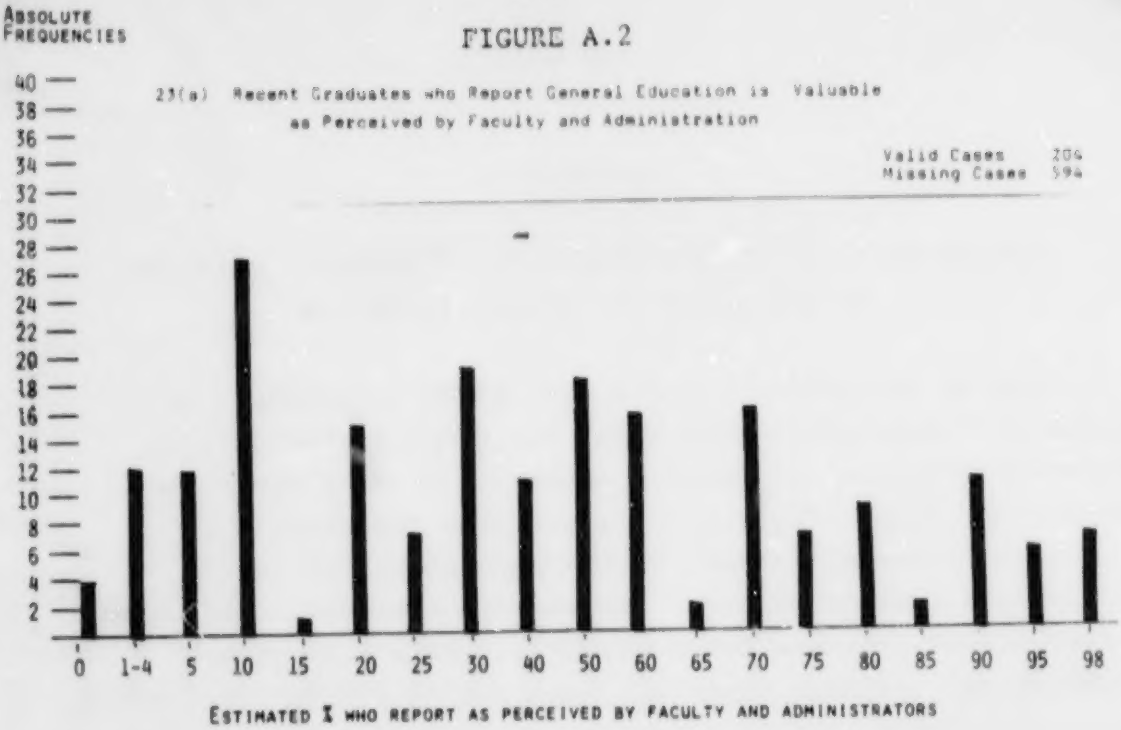


FIGURE A.3

23(a) Graduates Three Years or More who Report General Education
is Valuable as Perceived by Faculty and Administration

Valid Cases 156
Missing Cases 642

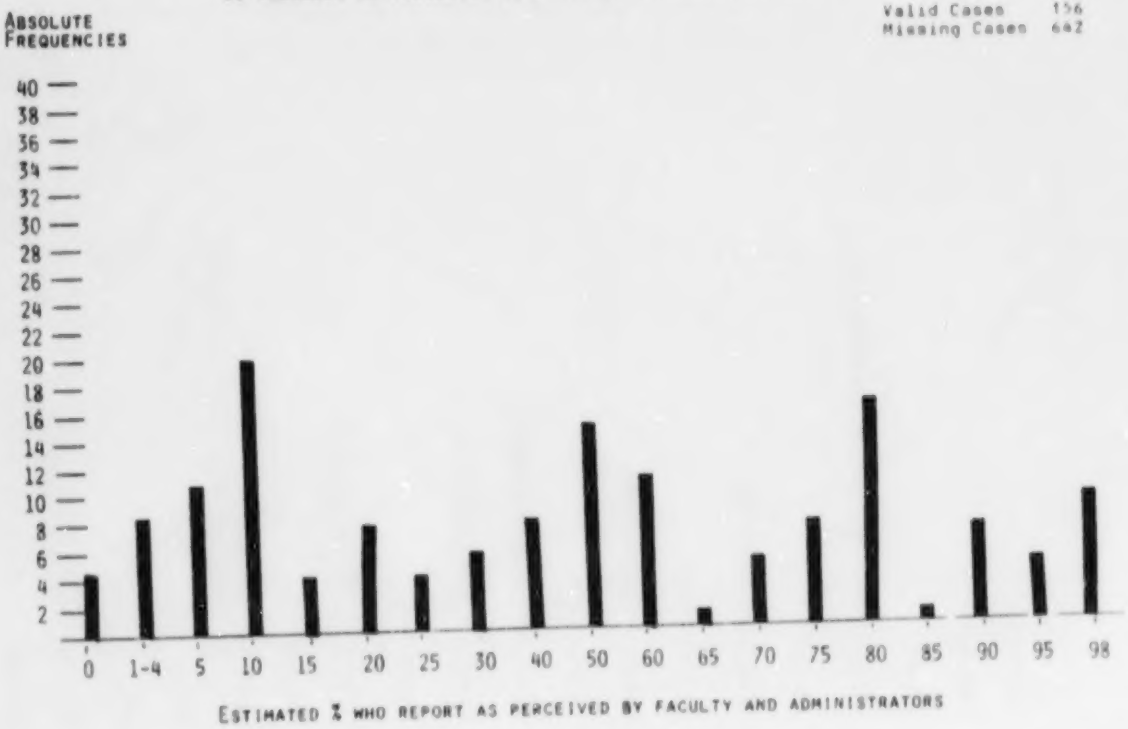
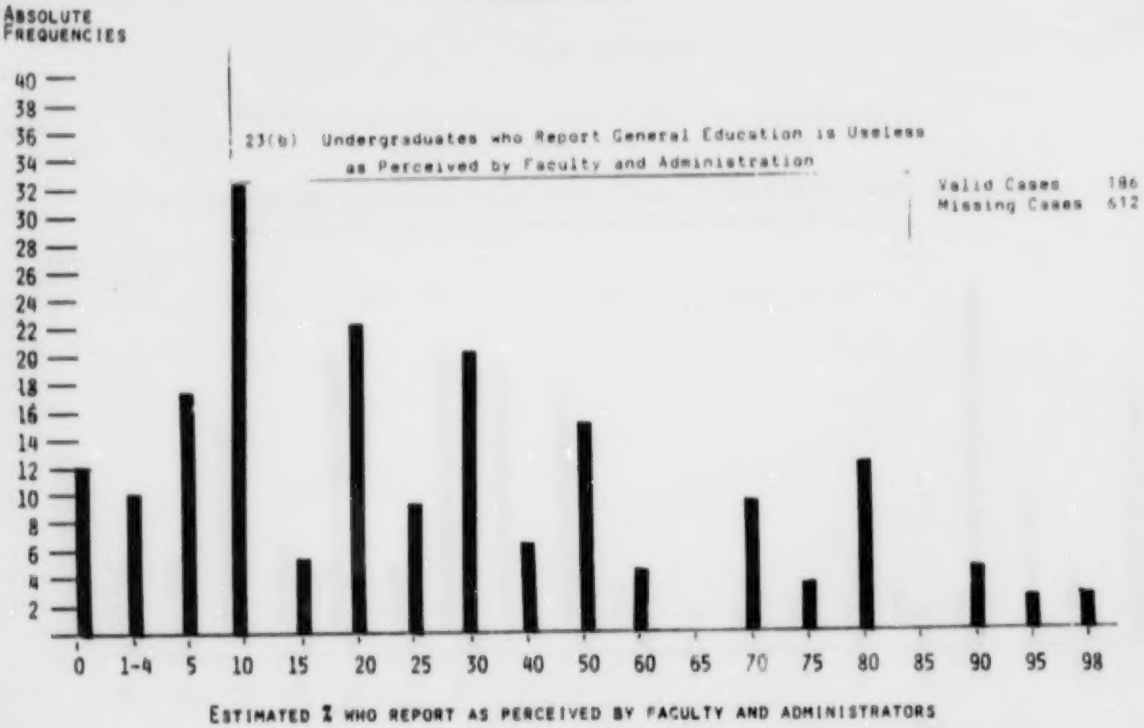


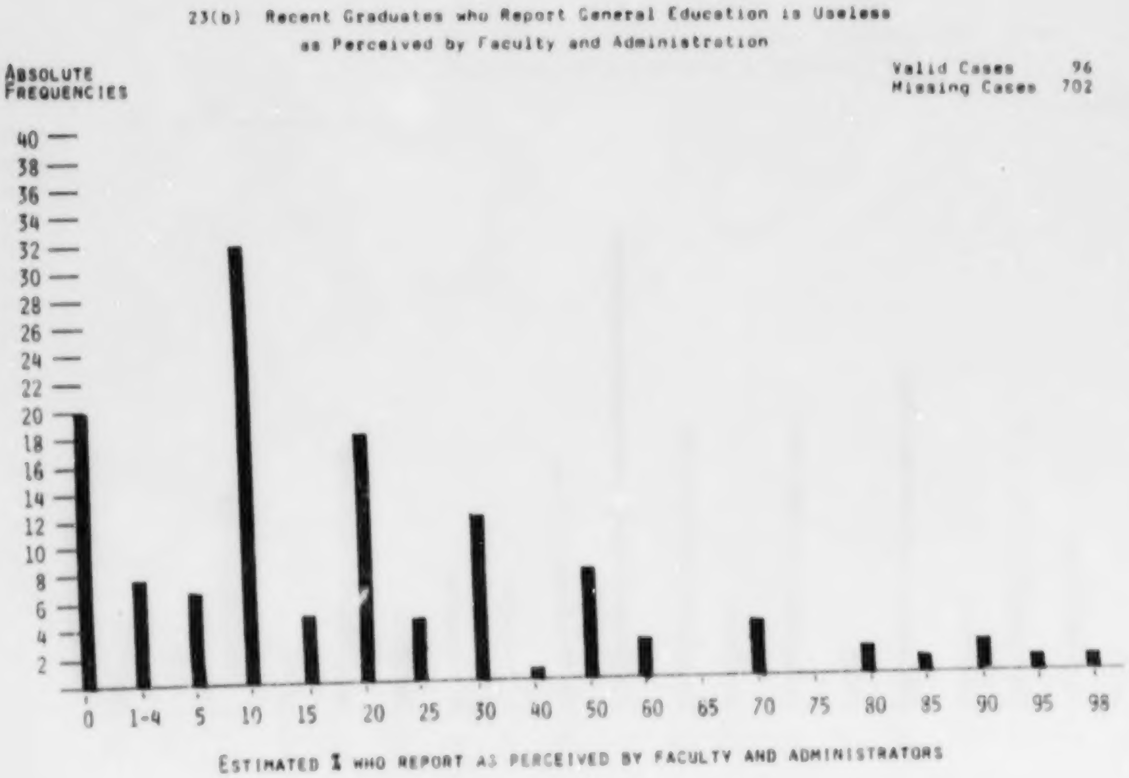
FIGURE A.4



23(b) Undergraduates who Report General Education is Useless as Perceived by Faculty and Administration

Valid Cases 186
Missing Cases 612

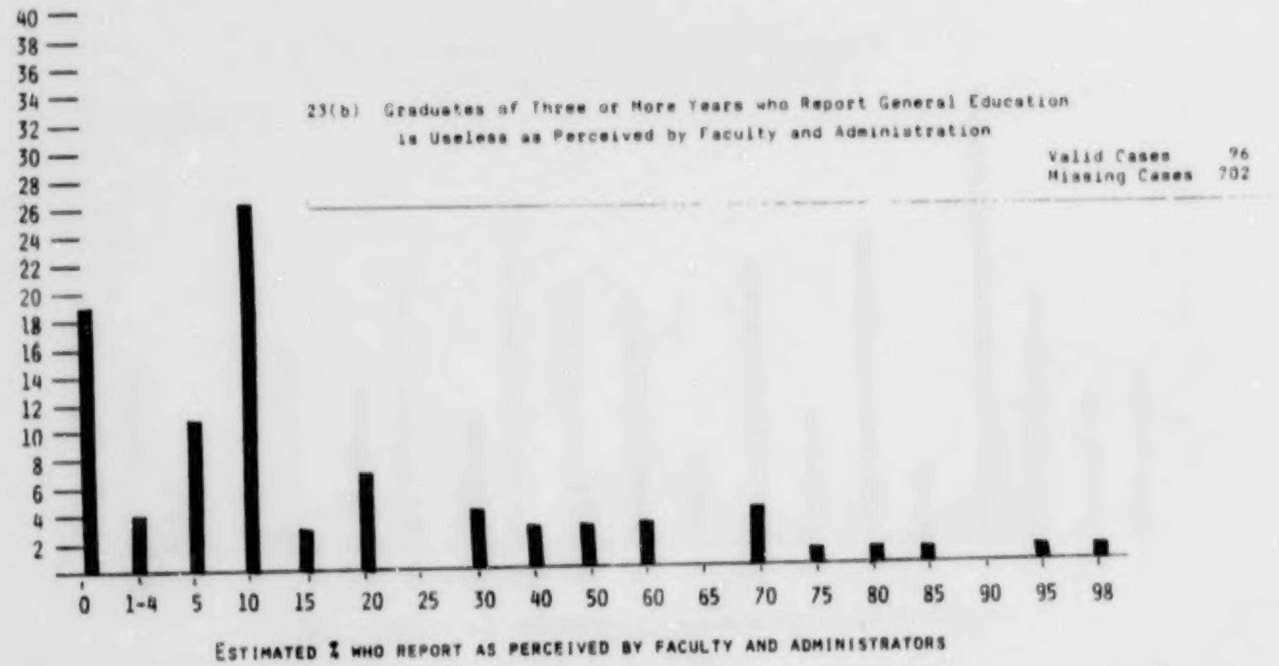
Figure A.5



23(b) Recent Graduates who Report General Education is Useless as Perceived by Faculty and Administration

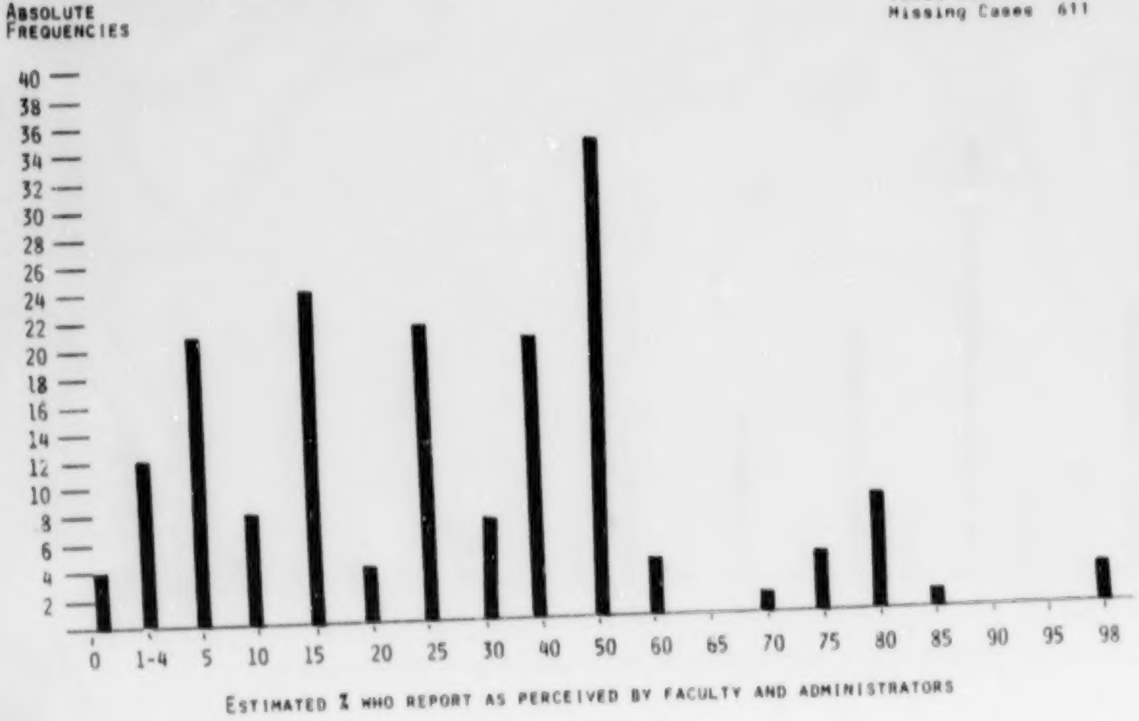
Valid Cases 96
Missing Cases 702

FIGURE A.6


23(b) Graduates of Three or More Years who Report General Education is Useless as Perceived by Faculty and Administration

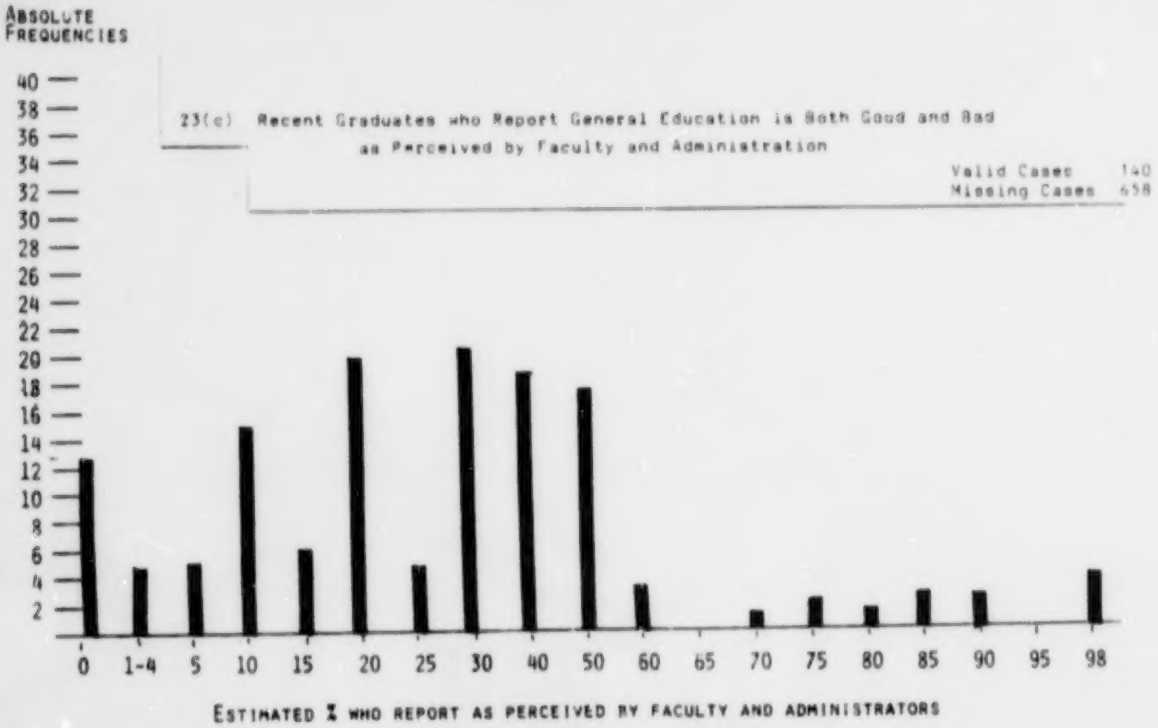
Valid Cases 96
Missing Cases 702

FIGURE A.7


23(c) Undergraduates who Report General Education Both Good and Bad as Perceived by Faculty and Administration

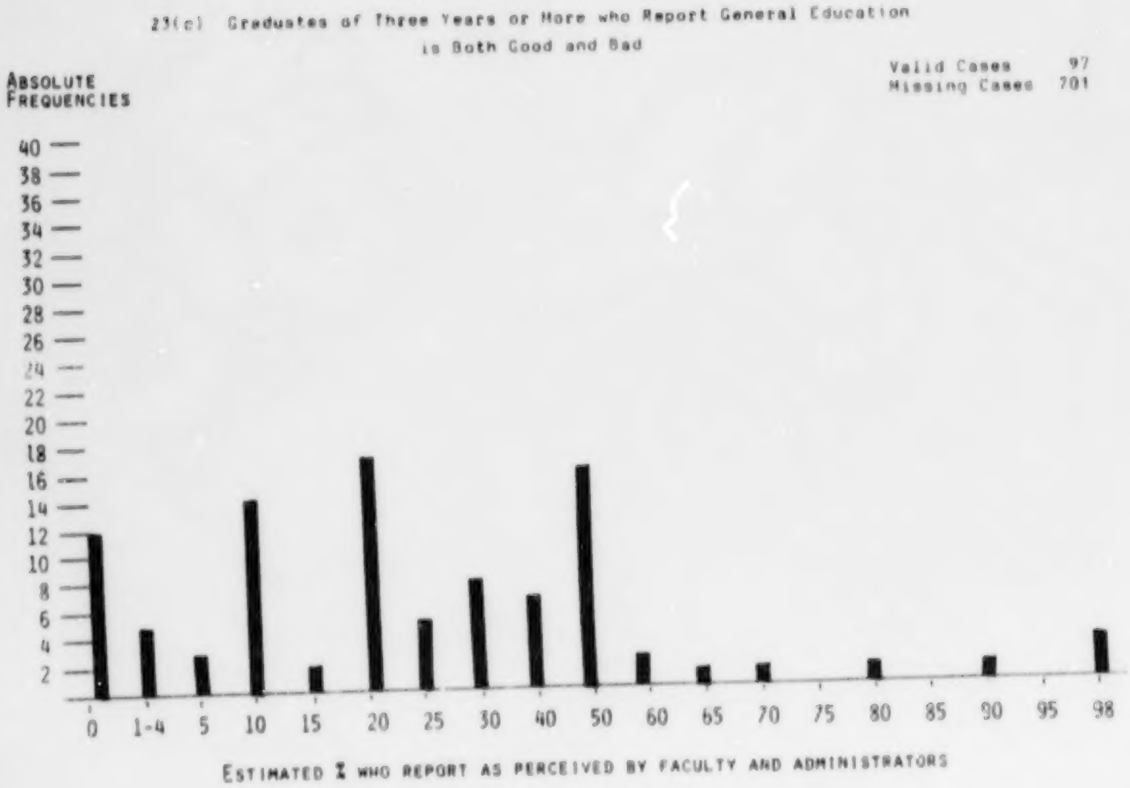
Valid Cases 187
Missing Cases 611

FIGURE A.8


23(c) Recent Graduates who Report General Education is Both Good and Bad as Perceived by Faculty and Administration

Valid Cases 140
Missing Cases 658

FIGURE A.9


23(c) Graduates of Three Years or More who Report General Education is Both Good and Bad

Valid Cases 97
Missing Cases 701

APPENDIX B

Fourteen varieties of the letter of transmittal were composed in order to help orient college personnel to the questionnaire. Three typical letters are included here, 1) to department chairpersons 2) to faculty of career programs, and 3) to faculty of departments of communications, or associated or general studies. French speaking respondents received the questionnaire and letter in French.

Letter to Faculty in Career Program

association of canadian community colleges
association des collèges communautaires du canada

211 Consumers Road
Suite 203
Willowdale, Ontario M2J 4G8
Telephone (416) 497-6661

February 1, 1983

Dear Colleague:

The attached questionnaire concerned with general education in Canadian community colleges and institutes is part of a national survey being conducted by the Association of Canadian Community Colleges. As you know, general education (defined on the front cover of the questionnaire) in community colleges and institutes is a critical issue today; this survey will document both the present state of general education and what administrators, faculty, and students think it should be. The results of the survey will be published in June 1983, and sent to each college and institute in the country. It will furnish important information for educational policy makers at all levels.

Of the 162 colleges and institutes in Canada, your college was one of 48 selected in our EPSEM sample (equal probability of selection method). The questionnaire is being sent to 24 administrators, 24 faculty and 2 classes of students in each college. (5 very large colleges will receive a larger sampling.) The questionnaire has been tested with a sampling of faculty and administrators and extensively revised to enable us to obtain all the necessary data as efficiently as possible.

Please take the time now to give us your opinion of this critical issue in college and institute education from your perspective as a teacher of a career program. We would appreciate your mailing the questionnaire in the enclosed self-addressed envelope by February 21, 1983.

We welcome your comments on any aspect of general education not covered by the questionnaire. Please use the final page. Thank you for your participation in this survey.

Yours sincerely,

Nathalie Sorensen

(Mrs.) Nathalie Sorensen
Project Officer

Enclosure

Letter to Faculty in a Department of Associated or General Studies

association of canadian community colleges
association des collèges communautaires du canada

211 Consumers Road
Suite 203
Willowdale, Ontario M2J 4G8
Telephone (416) 497-6661

February 1, 1983

Dear Colleague:

The attached questionnaire concerned with general education in Canadian community colleges and institutes is part of a national survey being conducted by the Association of Canadian Community Colleges. As you know, general education (defined on the front cover of the questionnaire) in community colleges and institutes is a critical issue today; this survey will document both the present state of general education and what administrators, faculty, and students think it should be. The results of the survey will be published in June 1983, and sent to each college and institute in the country. It will furnish important information for educational policy makers at all levels.

Of the 162 colleges and institutes in Canada, your college was one of 48 selected in our EPSEM sample (equal probability of selection method). The questionnaire is being sent to 24 administrators, 24 faculty and 2 classes of students in each college. (5 very large colleges will receive a larger sampling.) The questionnaire has been tested with a sampling of faculty and administrators and extensively revised to enable us to obtain all the necessary data as efficiently as possible.

As a teacher of a subject which usually falls under the classification of general education, your opinions are of special interest. If you are not attached to any particular program, but teach students in a variety of programs, you may find questions 4 and 15, specifically related to one program, inappropriately phrased. Please either choose one program with which you are involved as a teacher, name it on page 3, and answer questions in relation to this program, or answer questions from a broader perspective. If you choose to answer from a broader perspective, please indicate on page 3 which group of students e.g. Business, Technology, etc., you have in mind.

Please take the time now to give us your opinion of this critical issue in college and institute education. We would appreciate your mailing the questionnaire in the enclosed self-addressed envelope by February 21, 1983.

We welcome your comments on any aspect of general education not covered by the questionnaire. Please use the final page. Thank you for your participation in this survey.

Yours sincerely,

Nathalie Sorensen

(Mrs.) Nathalie Sorensen
Project Officer

Enclosure

Letter to a Department Chairman

association of canadian community colleges
association des collèges communautaires du canada

211 Consumers Road
Suite 203
Willowdale, Ontario M2J 4G8
Telephone (416) 497-6661

February 1, 1983

Dear Sir:

The attached questionnaire concerned with general education in Canadian community colleges and institutes is part of a national survey being conducted by the Association of Canadian Community Colleges. As you know, general education (defined on the front cover of the questionnaire) in community colleges and institutes is a critical issue today; this survey will document both the present state of general education and what administrators, faculty, and students think it should be. The results of the survey will be published in June 1983, and sent to each college and institute in the country. It will furnish important information for educational policy makers at all levels.

Of the 162 colleges and institutes in Canada, your college was one of 48 selected in our EPSEM sample (equal probability of selection method). The questionnaire is being sent to 24 administrators, 24 faculty and 2 classes of students in each college. (5 very large colleges will receive a larger sampling.) The questionnaire has been tested with a sampling of faculty and administrators and extensively revised to enable us to obtain all the necessary data as efficiently as possible.

You may find some questions, such as 4 or 15 which ask about general education as related to a particular program, inappropriately phrased from your perspective as department chairman. If the programs in your department are very similar, these questions may pose no problems. If there is a great variety among the programs in your department, however, you may wish to choose one program and answer from this perspective. Most other questions, however, can be answered with the department as a whole in mind. The perspective of department chairpersons on this issue is, of course, very important.

Please take the time now to give us your opinion of this critical issue in college and institute education. We would appreciate your mailing the questionnaire in the enclosed self-addressed envelope by February 21, 1983.

We welcome your comments on any aspect of general education not covered by the questionnaire. Please use the final page. Thank you for your participation in this survey.

Yours sincerely,

Nathalie Sorensen

(Mrs.) Nathalie Sorensen
Project Officer

Enclosure

GENERAL EDUCATION IN CANADA'S COMMUNITY COLLEGES AND INSTITUTES

WHAT SHOULD IT BE?

The question of the place of general education in the curriculum of community college and institute programs has been debated since the colleges began, but never more urgently than today. This survey will document the present state of general education in our colleges and institutes and what administrators, faculty and students think it should be. It is being conducted by the Association of Canadian Community Colleges.

The survey is completely confidential. Individuals' answers will never be released, but summary results will be published in a report in June 1983 and sent to each college and institute in Canada.

The survey will furnish important information to educational policy makers at all levels. We ask you to be patient and to answer carefully. Your co-operation in this study is very much appreciated.

DEFINITIONS

General Education is the education offered to students which is general as opposed to specialized. Specialized education can mean either an academic major in university transfer programs or specialized vocational training offered in career programs. General education may, but does not necessarily, include such areas of learning as communication skills, learning skills, self-understanding, social awareness, understanding of culture and citizenship, as well as learning based on traditional academic disciplines, such as science, social science, humanities, where the emphasis is on broad principles which can be applied in a variety of situations, and be useful to a broad spectrum of the student population.

Canadian Studies is the inter-disciplinary examination of a theme or subject with intrinsic Canadian applications from the perspective of two or more disciplines drawn from administrative sciences, social sciences, humanities or applied sciences. (Examples would include: Environmental Studies, Native Studies, Women's Studies, Quebec Studies, History and Philosophy of Science, Canadian Studies, Labour Studies, etcetera.)

Please return before February 21, 1983, to:

Nathalie Sorensen, Project Officer
Association of Canadian Community Colleges
211 Consumers Road, Suite 203
Willowdale, Ontario
M2J 4G8

EDUCATIONAL AIMS

Listed below are some educational aims or goals which have been suggested for community college and institute education. Please read the list carefully, in order to evaluate these aims in the first question.

(a) Imagination and creativity

Ability to identify and make use of inspiration and originality; willingness and ability to develop ideas which go beyond established patterns of thought and action.

(b) Desire and ability to learn

Ability to effectively apply learning skills to new tasks; development of wide ranging interests with an ability to identify relevance and to connect and relate ideas.

(c) Ability to problem-solve

Ability to find resources and to use research methods, logical analysis and creative thinking to solve personal and professional problems.

(d) Informed citizenship

Ability to participate actively as an informed and responsible citizen in solving social, economic, or political problems of the community, province, and nation.

(e) Effective listening and speaking skills

(f) Effective reading and writing skills

(g) Leadership

Ability to recognize when one's skills are needed; ability to give direction when needed and ability to encourage and co-ordinate group efforts.

(h) Conflict resolution

Ability to evaluate both sides of a situation; ability to uphold one's ideas while seeking solutions and resolving conflicts.

(i) Moral responsibility

Ability to articulate and demonstrate a code of personal and professional ethics.

(j) Ecological responsibility

Understanding of the consequences of acting and not acting to protect the earth's physical and biological systems.

(k) Understanding change

Understanding of the impact of major ideas and developments on people's lives.

(l) Understanding Canadian society

Knowledge of the Canadian heritage and contemporary issues; understanding economic and political institutions, such as law, various levels of government and corporations.

(m) Understanding provincial society

Understanding the heritage, economic and political institutions, and contemporary issues of one's home province.

(n) Artistic appreciation

Ability to understand and enjoy literature, art, music and other cultural activities as expressions of personal and social experience.

(o) Family life education

Acquisition of the knowledge and attitudes basic to a satisfying family life.

(p) Critical thinking

Acquisition of and use of the skills and habits involved in critical and constructive thinking.

(q) Global perspectives

Understanding of the interdependence of all peoples on this planet and awareness of other cultures and values.

(r) Career skills

Acquisition of clearly defined skills which will permit the student to function effectively in his chosen vocation.

(s) Flexibility within chosen career

Adaptability to changing demands within the occupation for which the student has been educated.

(t) Understanding of principles underlying the specific career skills

Knowledge of theoretical background as the context and underpinning of specific career skills. Understanding the relationship of specific skills with underlying theory.

(u) Lifelong learning

Ability to cope with the rapid pace of change in today's world, by the acquisition of the skills needed for lifelong learning, such as critical and constructive thinking, research skills, communication skills, and the habit of learning as a process continuing throughout life.

1. Now please indicate your opinion of each aim of community college and institute education by checking the box beside the appropriate number. We are interested in your opinion of the aim as stated in the list even if you do not agree with every detail of the explanations given above.

	Essential	Good to have	Limited usefulness	Unnecessary
(a) Imagination and creativity	☐ 1	☐ 2	☐ 3	☐ 4
(b) Desire and ability to learn	☐ 1	☐ 2	☐ 3	☐ 4
(c) Ability to problem-solve	☐ 1	☐ 2	☐ 3	☐ 4
(d) Informed citizenship	☐ 1	☐ 2	☐ 3	☐ 4
(e) Effective listening and speaking skills	☐ 1	☐ 2	☐ 3	☐ 4
(f) Effective reading and writing skills	☐ 1	☐ 2	☐ 3	☐ 4
(g) Leadership	☐ 1	☐ 2	☐ 3	☐ 4
(h) Conflict resolution	☐ 1	☐ 2	☐ 3	☐ 4
(i) Moral responsibility	☐ 1	☐ 2	☐ 3	☐ 4
(j) Ecological responsibility	☐ 1	☐ 2	☐ 3	☐ 4
(k) Understanding change	☐ 1	☐ 2	☐ 3	☐ 4
(l) Understanding Canadian society	☐ 1	☐ 2	☐ 3	☐ 4
(m) Understanding provincial society	☐ 1	☐ 2	☐ 3	☐ 4
(n) Artistic appreciation	☐ 1	☐ 2	☐ 3	☐ 4
(o) Family life education	☐ 1	☐ 2	☐ 3	☐ 4
(p) Critical thinking	☐ 1	☐ 2	☐ 3	☐ 4
(r) Career skills	☐ 1	☐ 2	☐ 3	☐ 4
(s) Flexibility within chosen career	☐ 1	☐ 2	☐ 3	☐ 4
(t) Understanding of principles underlying the specific career skills	☐ 1	☐ 2	☐ 3	☐ 4
(u) Lifelong learning	☐ 1	☐ 2	☐ 3	☐ 4

2. Would you rank order what you consider the 3 most important educational aims by writing the letters which identify each aim on the list provided.

1. __________
2. __________
3. __________

3. Many of the questions in this survey will ask you to refer to a program for which you teach or have administrative responsibility. Please name below the program with which you are most involved and to which you will refer when answering questions.

Program Name ______________________________ in Division ________

If you are a senior administrator responsible for a large number of programs, please indicate to what program area this questionnaire refers, and answer questions with this in mind.

Name of division or program area ______________________

OR

whole college ______________________________

4. THE FULFILLMENT OF EDUCATIONAL AIMS IN COLLEGE PROGRAMS

The educational aims listed in question 1 are listed again below. This question is concerned with the degree to which the curriculum of your program is designed to meet aims of general education. For each aim there are three choices. Either the curriculum of your program does not attempt this aim, but you think it should be attempted (6), or the aim is not attempted and should be (7), or the aim is attempted in the curriculum (1-5). If the aim is attempted, please indicate how well the curriculum of your program addresses this aim, given the time frames and resources available.

		Aim attempted in the curriculum,					or	Aim not attempted, but should be	or	Aim not attempted, and should not be
		Aim well addressed			Aim poorly addressed					
(a)	Imagination and creativity	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(b)	Desire and ability to learn	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(c)	Ability to problem solve	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(d)	Informed citizenship	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(e)	Effective listening and speaking skills	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(f)	Effective reading and writing skills	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(g)	Leadership	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(h)	Conflict resolution	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(i)	Moral responsibility	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(j)	Ecological responsibility	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(k)	Understanding change	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(l)	Understanding Canadian society	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(m)	Understanding provincial society	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(n)	Artistic appreciation	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(o)	Family life education	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(p)	Critical thinking	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(q)	Global perspectives	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(r)	Career skills	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(s)	Flexibility within chosen career	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(t)	Understanding principles underlying career skills	☐1	☐2	☐3	☐4	☐5		☐6		☐7
(u)	Lifelong learning	☐1	☐2	☐3	☐4	☐5		☐6		☐7

5. COURSE ORGANIZATION OF GENERAL EDUCATION

Some of the ways general education courses are organized are listed below. Please indicate which one of the three choices best describes your situation. (1) You have no experience with this form of organization, or (2) your program has used this form in the past, but not at present, or (3) it is presently used in your program.

	Have no Experience	Have experience but not presently used	Used in my program
(a) Introductory courses in traditional academic disciplines, such as science, humanities, mathematics, religion, social sciences.	☐ 1	☐ 2	☐ 3
(b) Interdisciplinary courses. e.g. Canadian Culture and Society, Twentieth Century Issues, Introduction to Women's Studies.	☐ 1	☐ 2	☐ 3
(c) Courses built around classic works of literature or philosophy, e.g. Twentieth Century Thought, Studies in Major Writers, War and Peace Don Quixote.	☐ 1	☐ 2	☐ 3
(d) Theme courses, e.g. Conflict in the Twentieth Century, Inuit and Contemporary Society, The Literature of Travel.	☐ 1	☐ 2	☐ 3
(e) General education courses tailored to professions, e.g. Medical Ethics, History of Technology.	☐ 1	☐ 2	☐ 3
(f) General education courses derived from professions, e.g. The Body and its Health, Parenting, Schooling and Adult Development.	☐ 1	☐ 2	☐ 3
(g) General education as preparation for Lifelong Learning with emphasis on skills such as critical and constructive thinking, communication skills, research skills.	☐ 1	☐ 2	☐ 3
(h) Other (specify) ________________	☐ 1	☐ 2	☐ 3

6. Now would you indicate how effective these courses are or would be in meeting the broad goals of general education in your program.

	Very Effective	Effective	Not Sure	Poor	Very Poor
(a) Introductory courses	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(b) Interdisciplinary courses	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(c) Courses built around classic works	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(d) Theme courses	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(e) General education courses tailored to professions	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(f) General education courses derived from professions	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(g) Preparation for lifelong learning	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(h) Other (specified above)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

7. EXTRA-CURRICULAR APPROACHES TO GENERAL EDUCATION

Does your college or institute attempt to promote the aims of general education through the planning of extra-curricular activities? We are attempting to distinguish here between activities which are consciously planned in advance to promote general education, and those which are planned primarily for other purposes, but during which general education may occur.

Please check in the column indicated, the extra-curricular activities that either (1) occur at your college but are not specifically planned for general education, or (2) occur and are specifically planned to promote the aims of general education.

		Occur at my college but not planned for general education	Specifically planned for general education
(a)	Cultural programs, e.g. concerts, plays, films	☐ 1	☐ 2
(b)	Lectures, seminars, conducted by visitors	☐ 1	☐ 2
(c)	Community action projects	☐ 1	☐ 2
(d)	Retreats	☐ 1	☐ 2
(e)	Programs organized for college residences, e.g. fireside talks, performances	☐ 1	☐ 2
(f)	Social issues seminars	☐ 1	☐ 2
(g)	Women's issues seminars	☐ 1	☐ 2
(h)	Career planning workshops	☐ 1	☐ 2
(i)	Training of peer counsellors	☐ 1	☐ 2
(j)	Leadership training	☐ 1	☐ 2
(k)	Interpersonal skills training	☐ 1	☐ 2
(l)	Other workshops (specify)____________	☐ 1	☐ 2
(m)	Work-study or co-operative education programs of general education	☐ 1	☐ 2
(n)	Organized student exchanges involving travel	☐ 1	☐ 2
(o)	Travel and learn programs	☐ 1	☐ 2
(p)	Other travel (specify)____________	☐ 1	☐ 2
(q)	Student government	☐ 1	☐ 2
(r)	Student publications, e.g. newspaper	☐ 1	☐ 2
(s)	Student clubs, e.g. drama, music	☐ 1	☐ 2
(t)	Other student organizations	☐ 1	☐ 2
(u)	Non-credit learning projects	☐ 1	☐ 2
(v)	Other (specify)____________________ ____________________	☐ 1	☐ 2
(w)	Other (specify)____________________ ____________________	☐ 1	☐ 2

8. Now would you indicate those extra-curricular activities which occur at your college and which have a significant reference to Canadians, Canada or Canadian situations. (Please use lines to describe activities more exactly, or give examples).

	Have significance for Canadian Studies
(a) Cultural programs, e.g. concerts, plays, films	☐1
(b) Lectures, seminars, from visiting professors and others	☐1
(c) Community action projects	☐1
(d) Retreats	☐1
(e) Programs organized for college residences, e.g. fireside talks, performances	☐1
(f) Social issues seminars	☐1
(g) Women's issues seminars	☐1
(h) Career planning workshops	☐1
(i) Training of peer counsellors	☐1
(j) Leadership training	☐1
(k) Interpersonal skills training	☐1
(l) Other workshops (specify)____________	☐1
(m) Work-study or co-operative education programs of general education	☐1
(n) Organized student exchanges involving travel	☐1
(o) Travel and learn programs	☐1
(p) Other travel (specify)____________	☐1
(q) Student government	☐1
(r) Student publications, e.g. newspaper	☐1
(s) Student clubs, e.g. drama, music	☐1
(t) Other student organizations	☐1
(u) Non-credit learning projects	☐1
(v) Other (specify)____________	☐1
(w) Other (specify)____________	☐1

9. CURRICULAR ORGANIZATION OF GENERAL EDUCATION

The general education component of the curricula of community college and institute programs is often organized in the following ways: core curricula, distribution requirements, and electives. In addition, in some colleges, portions of existing courses in vocational or academic disciplines are classified as general education.

Each of these forms is defined below. For each form of organization, please indicate which of the choices best describes your situation. (1) You have no experience with this form, or (2) this form was used sometime in the past in a program with which you were involved, but is not used at present, or (3) it is used at present in your program.

	Have no experience	Have experience but not presently used	Used in my program
(a) Core curricula All colleges in the province of Quebec and some colleges in other provinces require all students to take certain components such as communications skills, philosophy, literature, biology, sociology. There may be some choices but these are usually restricted according to a structured curriculum deemed to be applicable to large groups of students from a variety of programs. N.B. We are interested here in general education core curricula, not vocational core curricula.	☐ 1	☐ 2	☐ 3
(b) Distribution requirements This method of organization occurs more commonly in university transfer programs. One such program for example, requires, in Semester 1, "3 credits in English, 3 credits in Modern Languages, 3 credits selected from geography or geology, 6 credits selected from social sciences, humanities, fine arts, mathematics or science."	☐ 1	☐ 2	☐ 3
(c) Free electives Students may include in their programs any course offered at the college for which they are eligible and which fits their timetables.	☐ 1	☐ 2	☐ 3
(d) Restricted electives Students may choose an elective course from a list restricted by certain criteria decided beforehand.	☐ 1	☐ 2	☐ 3
(e) General education composed of topics within courses. In some colleges the general education component of programs is composed, entirely or in part, of topics or units within courses already prescribed for academic or vocational programs. In such a situation, for instance, a unit of study on problem-solving techniques as part of a course in instrumentation or a set of lessons on economic ideas as part of a course in retail merchandizing is considered to be general education.	☐ 1	☐ 2	☐ 3
(f) Other (please specify)	☐ 1	☐ 2	☐ 3
(g) No general education in my college (please check box)	☐ 1		

10. Now we would like to know how effective you think each form of organization is, or would be, in serving the broad goals of general education in your program. (Please check appropriate box).

	Very Effective	Fairly Effective	Not sure	Poor	Very Poor
(a) Core curricula	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(b) Distribution requirements	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(c) Free electives	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(d) Restricted electives	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(e) General education composed of topics within courses	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
(f) Other (specified above)	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

OTHER ISSUES CONCERNING GENERAL EDUCATION

11. Integration of students' education

There is a wide variety of practice in colleges and institutes with regard to the integration of the students' education, both career and general. Please check one alternative (a), (b) or (c) listed below which best expresses what is done in your program, then please indicate also which alternative best describes what you think should be done.

	Done in my program	Done and should be done	Not done but should be done
(a) In my program, the responsibility for the integration of their education rests with the students.	☐ 1	☐ 2	☐ 3
(b) Integration of students' education is planned and structured in the curriculum of my program.	☐ 1	☐ 2	☐ 3
(c) The curriculum of my program includes an integrative seminar or other learning experience of at least a semester's duration in which students are asked to reflect on the totality of their college experience and to fit the pieces together into a coherent scheme.	☐ 1	☐ 2	☐ 3

12. Design of General Education

(a) Some general education is designed from the outset to meet specific aims of general education. In other instances, general education is chosen from existing courses originally designed for other purposes, but which are deemed to meet the aims of general education.

To what extent do you think the general education component of your program has been designed specifically to meet the aims of general education? (Please check box beside one number).

General education in my program is specifically designed to meet the aims of general education.	General education in my program is not specifically designed to meet the aims of general education, (e.g. chosen from existing courses at my college).

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

(b) To what extent would you say the general education component of your program should be specifically designed to meet the aims of general education? (Please check box beside one number).

General education in my program should be specifically designed to meet the aims of general education.	General education in my program does not need to be specifically designed to meet the aims of general education, (e.g. it may be chosen from existing courses at my college.

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

13. Definition of general education

Is there a formal definition of general education for your college? (This could be either a local college or a provincial government definition).

yes ——— ☐ 1
no ——— ☐ 2
don't know ☐ 3

14. Is there a mission and goals statement at your college?

yes ——— ☐ 1
no ——— ☐ 2
don't know ☐ 3

AMOUNT OF GENERAL EDUCATION IN PROGRAMS

15. Which courses in your program (the one you listed on p.3) do you consider to be general education as opposed to specialized education? Please note that a psychology course, e.g. child development, may be specialized education in an Early Childhood Education program, and general education in a Data Processing program. Please name (as in your college calendar) the general education courses under each broad heading below. Would you then rate the courses you have listed as to how effective each is in meeting the aims of general education in your program. (Please check box beside one number).

	Very effective	Fairly effective	Poor	Very poor
(a) Communications (reading, writing, speaking, grammar, etc.)				
1. __________	☐ 1	☐ 2	☐ 3	☐ 4
2. __________	☐ 1	☐ 2	☐ 3	☐ 4
3. __________	☐ 1	☐ 2	☐ 3	☐ 4
4. __________	☐ 1	☐ 2	☐ 3	☐ 4
(b) Social sciences (sociology, psychology, economics, etc.)				
1. __________	☐ 1	☐ 2	☐ 3	☐ 4
2. __________	☐ 1	☐ 2	☐ 3	☐ 4
(c) Humanities (literature, philosophy, history, etc.)				
1. __________	☐ 1	☐ 2	☐ 3	☐ 4
2. __________	☐ 1	☐ 2	☐ 3	☐ 4
(d) Science (physics, chemistry, geology, biology, etc.)				
1. __________	☐ 1	☐ 2	☐ 3	☐ 4
2. __________	☐ 1	☐ 2	☐ 3	☐ 4
(e) Physical education (fitness, sports, swimming)				
1. __________	☐ 1	☐ 2	☐ 3	☐ 4
2. __________	☐ 1	☐ 2	☐ 3	☐ 4
(f) Mathematics (algebra, functions, calculus, computer literacy, etc.)				
1. __________	☐ 1	☐ 2	☐ 3	☐ 4
2. __________	☐ 1	☐ 2	☐ 3	☐ 4

	Very effective	Fairly effective	Poor	Very Poor
(g) Religion (Christian doctrine, great religions of the world, Judaism, etc.)				
1. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
2. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
(h) Fine Arts (painting, sculpture, dance, music, history of art, etc.)				
1. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
2. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
(i) Languages (French, English, Spanish, etc, when not mother tongue)				
1. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
2. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
(j) Canadian Studies Courses (Canadian literature, Canadian politics, Poverty in Canada, etc.)				
1. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
2. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
(k) Canadian Studies modules within courses (Canadian economics in a general economics course, Canadian art in a general art history course, U.S. - Canadian auto pact in Auto Mechanics, etc.)				
1. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
2. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
3. ______________________	☐ 1	☐ 2	☐ 3	☐ 4
4. ______________________	☐ 1	☐ 2	☐ 3	☐ 4

The following questions concern the proportion of general education, as opposed to specialized education, in your program. (The one listed on page 3).

16. (a) What is the total amount of general education at present in your program.(Please check one alternative).

	Amount at present in my program
a) 0%	☐ 1
b) 1% - 10%	☐ 1
c) 11% - 20%	☐ 1
d) 21% - 30%	☐ 1
e) Over 30%	☐ 1

(b) What total amount of general education do you think there should be in your program? (Please check one).

	Amount which should be in my program
a) 0%	☐ 1
b) 1% - 10%	☐ 1
c) 11% - 20%	☐ 1
d) 21% - 30%	☐ 1
e) Over 30%	☐ 1

If you think there is, at present,

too little general education, → please answer question 17 on next page

too much general education, → please skip to question 18 on next page

amount of general education about right, → skip to question 19 on page 15.

17. Why is there too little general education in your program? (Please rate the reasons listed below).

	Very important	Fairly important	Not important
(a) The demands of vocational or academic major courses are so time consuming that there is little time left for general education ______	☐ 1	☐ 2	☐ 3
(b) College administrators do not give high priority to general education ______	☐ 1	☐ 2	☐ 3
(c) Faculty oppose general education ______	☐ 1	☐ 2	☐ 3
(d) Some faculty discourage students from taking optional general education ______	☐ 1	☐ 2	☐ 3
(e) Students do not choose optional general education ______	☐ 1	☐ 2	☐ 3
(f) Policy and curricula for general education ______ not yet formulated	☐ 1	☐ 2	☐ 3
(g) Other (specify)______	☐ 1	☐ 2	☐ 3
(h) Other (specify)______	☐ 1	☐ 2	☐ 3

18. Why is there too much general education in your program? (Please rate the reasons given below).

	Very important	Fairly important	Not important
(a) Administrators set too high a priority on general education ______	☐ 1	☐ 2	☐ 3
(b) Faculty set too high a priority on general education ______	☐ 1	☐ 2	☐ 3
(c) Government regulations require too much general education ______	☐ 1	☐ 2	☐ 3
(d) Students choose too much optional general education ______	☐ 1	☐ 2	☐ 3
(e) College policy requires too much general education ______	☐ 1	☐ 2	☐ 3
(f) Other (specify)______	☐ 1	☐ 2	☐ 3
(g) Other (specify)______	☐ 1	☐ 2	☐ 3

19. (a) Has the amount of general education in your program changed significantly in the past two years, or stayed the same? (Please check one alternative below)

increased	☐ 1 →	If increased, please answer (b) below
decreased	☐ 2 →	If decreased, please answer (c) below
stayed the same	☐ 3 →	If stayed the same, please answer (d) below

(b) If general education increased in your program, please explain why on the lines below.

____

____

____

(c) If the amount of general education decreased, please explain why on the lines below.

____

____

____

(d) If the amount of general education stayed the same, please indicate which of the following conditions apply at your college.

status quo maintained without difficulty; no opposition to status quo ☐ 1 → If no difficulty, skip to question 20

OR

status quo maintained under duress, despite opposition ☐ 2

(e) If status quo maintained under duress, would you explain below the nature of the difficulty and what was done to maintain the status quo.

____

____

____

20. General education policy

(a) Is there a policy operating at your college with regard to the general education component of the curriculum of your program?

yes ☐ 1
no ☐ 2
don't know ☐ 3

If yes, please answer (b), (c), (d), (e) and (f) below.

(b) Who formulated this policy?

provincial government ☐ 1
the college itself ☐ 2
other governing body (specify) ☐ 3

(c) This policy is written ☐ 1
OR
a generally understood unwritten tradition ☐ 2

(d) The provisions of this policy are carried out,

thoroughly ☐ 1
to a large extent ☐ 2
to a small degree ☐ 3
not at all ☐ 4

(e) Do you anticipate major changes in this policy?

☐ yes ☐ no

(f) If yes, please describe anticipated changes.

____

____

____

____

21. Administration of general education

(a) Is general education in your college the responsibility of one particular administrator?

yes ☐1   no ☐2 → If no please answer question (c)

(b) If yes, please indicate the level of administration and whether or not general education is his sole responsibility.

		general education only responsibility		general education along with other responsibilities
(i)	Dean	☐1	or	☐2
(ii)	Chairman	☐1	or	☐2
(iii)	Department Head	☐1	or	☐2
(iiii)	Co-ordinator	☐1	or	☐2

(c) If there is no administrator in your college in charge of general education, please describe how it is administered.

____

____

____

(d) Is there a committee in your college which has responsibility to advise the administrator in charge of general education?

yes ☐1   no ☐2

22. Attitudes of students in relation to general education

What is the attitude of students in your program toward the general education component of their program ? (Please check appropriate number).

all opposed	☐1
most opposed	☐2
about evenly split	☐3
mostly in favour	☐4
almost all in favour	☐5

23. Sometimes students and graduates comment to faculty or administrators about the value of the curriculum in meeting their own educational aims. If your students have commented on the value for them of the general education component of their programs, please indicate below the nature of these comments. (Please estimate, on the lines provided, the approximate percentage who report).

	Undergraduates	Recent graduates of 1 or 2 years	Other graduates 3 years or more
(a) Report general education is valuable	________%	________%	________%
(b) Report general education is useless	________%	________%	________%
(c) General education is both good and bad	________%	________%	________%

24. (a) Do your students ever leave a program before graduating, having completed all requirements except general education credits?

yes ☐1
no ☐2
don't know ☐3

(b) If yes, please indicate approximate percentage of those who leave. ____%

If some of your students have little or no general education and some have a significant amount of general education, please answer question 25. Others skip to question 26.

25. (a) Do you think the performance of senior college students with general education credits differs from that of students with no general education? Please check one alternative below. The performance of students with general education, as compared to those without is:

better ☐1
about the same ☐2
worse ☐3 →
don't know ☐4

if worse, please answer (c) on next page

(b) If you think the performance of senior college students with general education is better than that of college students with no general education, please indicate in which areas this superiority is manifested. Please check all which apply.

ability to formulate valid concepts ☐1
ability to analyze arguments ☐2
ability to define themselves ☐3
ability to orient themselves maturely in their world ☐4
ability to relate specific skills with theoretic concepts ☐5
Other (specify)________________ ☐6

(c) If you think the performance of senior college students with general education is worse than that of college students with no general education, please explain in what ways this is so.

____

____

EDUCATIONAL AND WORK HISTORY

26. Please indicate your present position at your college or institute.

Administration (Title)____________________ Division:__________

Administration with some teaching duties (Title)__________ Division:__________

Full-time faculty (Title)__________________ Division:__________

Part-time faculty (Title)__________________ Division:__________

27. How many years have you taught and/or served as an administrator at your college? ___yrs

28. What is the highest level of education you have reached?

Completed primary school ____________________ [ ]1

Some high school ____________________ [ ]2

Completed high school ____________________ [ ]3

Completed apprenticeship ____________________ [ ]4

Technical training beyond high school
(specify)____________________ [ ]5

Some community college or institute ____________________ [ ]6

Completed community college or institute
Program (specify)____________________ [ ]7

Some university ____________________ [ ]8

University degree (specify)____________________ [ ]9

Post-graduate work
(specify highest degree)____________________ [ ]10

Please name primary area of study
(e.g. English, Mechanical Engineering)

____ 11

PERSONAL DATA

29. In what year were you born? 19____

30. male ☐1
female ☐2

31. In what Canadian province or other country did you receive the majority of your education? Please indicate (1) where you received your primary and secondary education and (2) your post-secondary education. If you received all your education in one Canadian province, or one other country, please check box beside 3.

Canada	Primary & secondary	Post-secondary	Both
(a) Newfoundland & Labrador	☐1	☐ 2	☐3
(b) Prince Edward Island	☐1	☐ 2	☐3
(c) Nova Scotia	☐1	☐ 2	☐3
(d) New Brunswick	☐1	☐ 2	☐3
(e) Quebec	☐1	☐ 2	☐3
(f) Ontario	☐1	☐ 2	☐3
(g) Manitoba	☐1	☐ 2	☐3
(h) Saskatchewan	☐1	☐ 2	☐3
(i) Alberta	☐1	☐ 2	☐3
(j) British Columbia	☐1	☐ 2	☐3
(k) Yukon	☐1	☐ 2	☐3
(l) Northwest Territories	☐1	☐ 2	☐3

Other Countries	Primary & secondary	Post-secondary	Both
(m) United States	☐1	☐2	☐3
(n) Great Britain	☐1	☐2	☐3
(o) Ireland	☐1	☐2	☐3
(p) France	☐1	☐2	☐3
(q) Netherlands	☐1	☐2	☐3
(r) Scandinavia	☐1	☐2	☐3
(s) Germany	☐1	☐2	☐3
(t) Ukraine	☐1	☐2	☐3
(u) Italy	☐1	☐2	☐3
(v) India	☐1	☐2	☐3
(w) Pakistan	☐1	☐2	☐3
(x) Other (specify)________	☐1	☐2	☐3

32. (a) What languages do you presently speak

a) English ________ ☐1
b) French ________ ☐1
c) Other (specify) ________ ☐1
d) Other (specify) ________ ☐1

(b) What languages do you presently read

a) English ________ ☐1
b) French ________ ☐1
c) Other (specify) ________ ☐1
d) Other (specify) ________ ☐1

(c) What languages do you presently write

a) English ________ ☐1
b) French ________ ☐1
c) Other (specify) ________ ☐1
d) Other (specify) ________ ☐1

33. ADDITIONAL COMMENTS

Please use the space below to add any comments about topics raised in the questionnaire or related matters. All comments will be read. Thank you very much for your co-operation in answering this questionnaire.